DOCUMENT RESUME

ED 249 123 SO 015 886

AUTHOR Jones, Savannah C.
TITLE Japan.
INSTITUTION Birmingham City Schools, Ala.
PUB DATE Jul 84
NOTE 106p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Area Studies; Art Appreciation; *Cross Cultural Studies; Economics; Education; Environment; Family Life; Foreign Countries; Foreign Culture; Geography Instruction; Government (Administrative Body); Instructional Materials; Interdisciplinary Approach; International Relations; Learning Activities; Religion; Secondary Education; *Social Studies; Units of Study
IDENTIFIERS *Japan

ABSTRACT

Materials for a secondary level, interdisciplinary social studies course on Japan are divided into introductory information, 14 classroom units, and study and evaluation materials. Introductory material includes lists of objectives and skills, an outline of Japanese history, and an explanation of Japan's name and flag. The units cover the derivation of the Japanese people and language, geography, religion, government, foreign relations, economy, science and technology, environment, transportation and communication, education, family life, Japanese arts, police and criminal justice system, and social customs and rituals. For each unit, resources, objectives, methods, lessons, and a number of student activities are provided. Worksheets are included where necessary. Samples of activities are: practicing Japanese calligraphy, completing maps, writing a research paper, interpreting charts and graphs, visiting a museum of Japanese art, and creating a Japanese garden. A pretest, three tests covering the 14 units, a posttest, a vocabulary guide, and a bibliography conclude the curriculum guide. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

JAPAN

ED249123

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

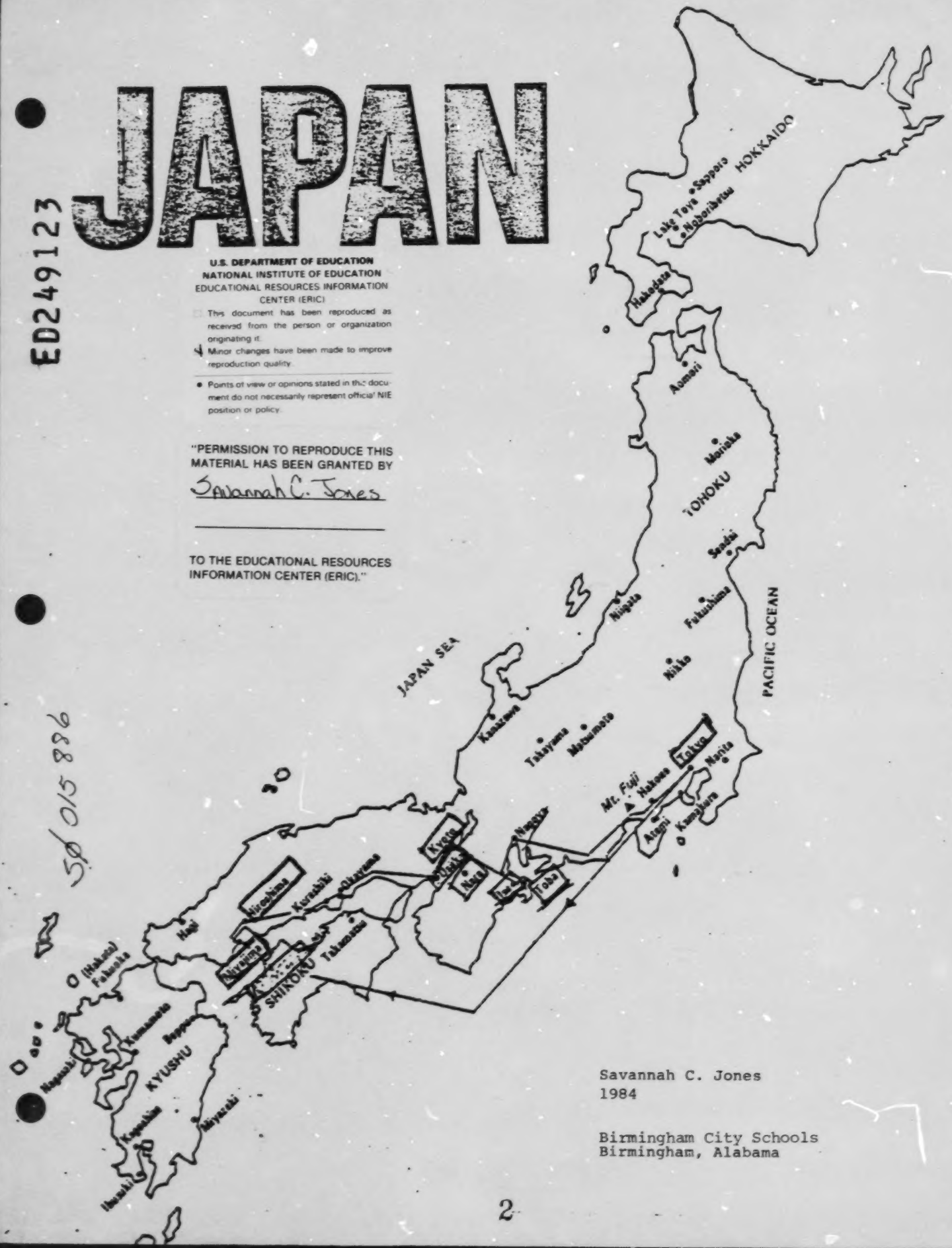
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Savannah C. Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Savannah C. Jones
1984

Birmingham City Schools
Birmingham, Alabama

TABLE OF CONTENTS

Objectives 1

Skills 2

Outline of Japanese History . . . . . 3 - 6

Name of Country and Flag 7

UNITS

I Derivation of People & Language . . . . . 8 - 10

II Geography . . . . . 11 - 13

III Religion . . . . . 14 - 16

IV Japanese Government . . . . . 17 - 18

V Foreign Relations . . . . . 19 - 20

VI Japanese Economy . . . . . 21 - 25

VII Science and Technology . . . . . 26 - 29

VIII Environment . . . . . 30 - 32

IX Transportation and Communication . . . . 33 - 36

X Education . . . . . 37 - 41

XI Family Life . . . . . 42 - 48

XII Japanese Arts . . . . . 49 - 64

XIII Police and Criminal Justice System . . 65 - 67

XIV Social Customs and Rituals . . . . . 78 - 71

Tests . . . . . 72 - 85

Word Study . . . . . 86 - 92

Bibliography . . . . . 93 - 97

INSTRUCTIONAL UNITS ON JAPAN

Summer 1984

Dr. Savannah C. Jones	Program Specialist/ Social Studies
Mrs. Jaci Chatman	Alabama School of Fine Arts
Ms. Linda Tharp	Woodlawn High
Mrs. Barbara Gilchrist	Educational Secretary

Personnel Policy #3020 Employee-System Relations

Board employees, in their effort to secure consideration, adjustment and settlement of grievances, shall be free of interference, restraint, coercion, or reprisals. Grievances related to employment shall be discussed with the supervisor directly in charge and shall be processed in accordance with established Board grievance procedures.

BIRMINGHAM CITY SCHOOLS APPROVED: August 6, 1974

BIRMINGHAM BOARD OF EDUCATION
Post Office Drawer 10007
Birmingham, Alabama 35202

Dr. Louis Dale	President
Dr. T. L. Alexander	Vice President
Mrs. Belle H. Stoddard	Member
Mrs. Martha Gaskins	Member
Mrs. Ossie Mitchell	Member
Dr. Walter G. Harris	Superintendent of Schools
Dr. Wayman B. Shiver, Jr.	Assistant Superintendent for Program & Staff Development
Mrs. Alwilda C. Smith	Coordinator, General Education

RATIONALE

Japan, once obscure and isolated, is recognized today as a major world power. The economic situation which began with Perry's opening of trade with Japan has developed into our current situation of mutual dependence. This dependence has led to a need for greater understanding of both differences and similarities in these two cultures.

These units have been designed to lend aid to teachers in their efforts to show students not only the differences but the growing similarities in our cultures.

Students should be made to understand that Japan's past is important but its present position has a direct bearing on our culture, our economy, our way of life, as these two nations - Japan and the United States - are highly interdependent.

General Objectives:

-To facilitate a better understanding of the Japanese people.

-To eliminate barriers due to ethnic and racial differences.

-To become cognizant of Japan's positive contributions in science and technology.

-To appreciate the efforts of the Japanese people to bring peace to the world.

-To understand why our standard of living is heavily dependent on Japan.

-To correct stereotypes and misconceptions about the Japanese people.

-To develop a global perspective in young people and help them understand that they are members of a great human community.

-To show how the Japanese have adapted themselves to their physical environment and have worked to bring about positive changes in it.

-To trace the westernization of Japan and its effect - both positive and negative - on Japanese society.

SKILLS

Study of this unit on Japan should result in further developement of the following skills:

1. Ability to read and comprehend grade-appropriate material.
2. Comprehend explicitly stated meanings and details by answering questions about a variety of reading passages.
3. To draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings.
4. Recognize the correct and incorrect spelling of words.
5. Understand the concepts of change, causality, leadership and conflict.
6. Read and interpret data on maps and graphs
7. Ability to locate and use current resource materials.
8. Use of given data in problem solving.
9. Improve abilities in oral communications.
10. Ability to take both objective and subjective type tests.

AN OUTLINE OF JAPANESE HISTORY

I. PREHISTORIC (c. 7000 B.C. - c. A.D. 400): period of tribal organization.

A. Japan populated by independent clans, probably of Mongol and Malay origin, that intermixed in prehistoric times; legends ascribe founding of Empire to Jimmu Tenno, descendant of sun goddess Amaterasu, in 660 B.C.

B. Artifacts include Joman pottery (early) and haniwa, clay figures found at burial mounds (late); contact with mainland cultures shown by mirror, sword, and comma-shaped jewels as cult objects.

II. ANCIENT: Periods of aristocratic control and strong Chinese influence.

A. YAMATO - TAIKA - NARA (c. 400 - 784)

1. Material culture (esp. cultivation of rice and silk) and written language from China.
2. First permanent capital and centralized bureaucratic government copied from China; failed because
   a. Offices held by hereditary aristocrats (clan chief) instead of by scholars who had passed competitive examinations.
   b. To encourage cultivation, government permitted private ownership of undeveloped land.
   c. Great landowners were allowed to raise private armies to repel aborigine (Ainu?) attacks; used them against each other. Loyalty to one's lord regarded as supreme virtue.
3. Legends transformed into historical chronicles (Kojiki, Nihon shoki); belief in descent from gods gave feeling of superiority to compensate for borrowings from China. Emphasis in social relations on ceremony (being correct) rather than on morality (being right).
4. Introduction of Buddhism stimulated literature, painting, sculpture.

B. HEIAN (794 - 1185)

1. Capital moved to Kyoto (cultural center of Japan to modern times), partly to escape the political influence of great tax-free Buddhist monasteries in Nara.

2. Aristocratic patronage of art and literature; literary themes from court life and clan rivalries (Tale of Genji, c. 1000).

III. MEDIEVAL: period of feudal warfare and the development of distinctively Japanese institutions.

A. KAMAKURA (1185 - 1333)
1. Wars between military houses won by Minamoto no Yoritomo, who set up hereditary military dictatorship (shogunate), keeping the "divine" emperor as a figurehead behind which to control the common people.
2. Credit for repulse of Mongol invasions (1274, 1281) claimed by rival factions of militarists and Buddhist monks; destruction of Mongol fleets by storms made people sure of their divinely guaranteed invincibility.

B. MUROMACHI (1333 - 1568)
1. Ashikaga shoguns in power at Kyoto. As patrons of the arts, they encouraged ink painting, tea cult, landscape gardening, and No drama.
2. Rise of independent farmers, trader-moneylenders, and local warriors; seizures of power by former vassals (gekokujo, lit. "the low oppress the high"): disintegration of the shogunate into feudal anarchy.
3. Visits of European missionaries and merchants; introduction of Christianity, tobacco, and firearms.

C. MOMYAMA (1582 - 1600)
1. Reunification of Japan under Hideyoshi who planned to conquer all Asia; invaded Korea; conquest postponed by rebellions at home.
2. Dominance and vitality of warrior class fostered extravagantly scaled and colorful art.

D. EDO (1600 - 1867)
1. Tokugawa shogun Iyeyasu at first favored European trade; finding it unprofitable, and fearing political effects of missionary activity, he established a policy of national isolation, suppressing Christianity and encouraging Confucianism.
2. The strong central government took all military power from the feudal lords and encouraged them to compete in arts and luxuries; samurai (knights) became a dependent aristocracy on fixed stipends without military function.

3. These policies aided the rise of a wealthy and powerful urban merchant class that patronized the bourgeois arts of Kabuki drama, realistic prose (Saikaku), and woodblock prints, whose creators (Hokusai, Hiroshige) expressed the ukiyo (fleeting-world) philosophy.
4. 1853: Japan reopened from within by merchants and trade-seeking coastal daimyo and from without by European and U. S. imperialism; Perry was the successful agent because, by learning something of Japanese culture and etiquette, he could establish a basis for negotiation.

IV. MODERN: period of strong Western influence encouraging nationalism, industrialism, militarism, and imperialism.

A. MEIJI (1868 - 1912)
1. Emperor restored to power by daimyo who had been out of favor with Tokugawa shogunate (notably Satsuma, Choshu, Hizen, and Tosa). Feudalism officially ended. Dispossessed lords and samurai entered government bureaucracy, business, army, industry -- taking militaristic feudal attitudes with them (like Junkers in Germany).
2. Japan recognized as world power with successful Sino-Japanese and Russo-Japanese wars and annexation of Korea. Patriotism used to stop popular agitation for really representative government; indemnities used to subsidize rapid industrialization and compulsory education.

B. TAISHO (1912 - 1926)
1. Economic expansion throughout Asia and the Pacific during World War I. Joined Allies, seized German holdings in China and Pacific Islands.
2. Prospering businessmen supported liberal party-government.
3. Emergence of proletarian art, literature, and philosophy.

C. SHOWA, 1st phase (1926 - 1940)
1. Economic expansion led to friction with Europe and the U. S. (cf. England 50 years earlier); high tariffs and the closing of foreign markets to Japanese goods during the depression of the 1930s discredited liberal leaders.
2. Orderly party government replaced by military-dominated cabinets whose leaders argued that seizure of neighboring Asian markets was necessary for economic survival. Manchuria "liberated" from China in 1931.
3. War in China (1937) merged with invasion of Southeast Asia. Alliance with Germany and Italy.

E. SHOWA, 3rd phase (1945 - 1952)

1. Democratization during U. S. occupation: restoration of party government, denial of Emperor's divinity, demilitarization (renunciation of war in new Constitution), land redistribution to farmers, breakup of great industrial family cartels (zaibatsu), decentralization of schools and elimination of ultranationalistic teachers and texts.
2. Economic recovery hampered at first by loss of colonial empire and inability to trade with Communist China, but aided by elimination of military expenditures and by U. S. purchased of supplies for Korean War.

F. SHOWA, 4th phase (1952 -)

1. Tremendous economic growth sparked by concentration on products requiring skills rather than materials (cameras, transistor radios, etc.); reestablishment of great industrial combinations.
2. Social patterns changing rapidly; paternalism still prevalent in industry, but social mobility illustrated by increase of leisure and recreational activities for all classes (TV covers entire country; higher per capita consumption of newspapers and magazines than U. S.; many symphony orchestras; extensive mechanization of agriculture, etc.).
3. Dominant political party conservative, pro-U.S. but no longer accepting U. S. values and institutions uncritically. Large Socialist minority advocates neutralist policy and trade with China; unable to win in the legislature, it occasionally resorts to violence to call attention to its program.

Name of the Country and the National Flag

The national flag of Japan is called the Nisshoki, "the flag of the rising sun." The flag was formally designated as the national flag for use on merchant ships in 1870.

The words of the Japanese national anthem were taken from a Waka poem, dating back more than one thousand years. Kimigayo was formally designated as the national anthem in 1893.

The Japanese flower which symbolizes the nation is the sakura (cherry blossom). The chrysanthemum, because of its use in the Imperial Crest, is considered to be symbolic of Japan.

During 1947, the pheasant(kiji) was officially designated the national bird.

Name of the Country

Japanese refer to their country as "Nippon" or "Nihon" - "place from where the sun rises," used by Prince Shotoku, an early seventh-century Japanese ruler.

Origin of "Japan" comes from "Zipangu" or "Jipangu," the name used for Japan in northern China.

Others have the name "Japan" coming from Dutch "Japan" taken from "Yatpun" the name used for Japan in Southern China.

UNIT I: Derivation of People and Language

Resources:

Birmingham Public Schools, Contemporary Japan: Its Land and Its People, Dr. Savannah C. Jones,

visual aids, maps of Asia, student worksheet, cassette tape

Objectives:

1. Trace the origin of the Japanese people.
2. Show the development of Japanese idiograms.
3. Learn the pattern of pronunciation of Japanese words.

Method:

Lecture, discussion and visual aids

Lessons:

1. Have students study the map noting Japan's water boundaries, larger islands, and major cities.

2. History - Origin of the Japanese People - It is not altogether clear where the Japanese people came from. However, from the fact that most Japanese babies are born with a blue mark known as the Mongolian spot at the base of the spine, it is generally agreed that the people of Japan are an Asian mongoloid race.

From paleolithic stone implements and human bones which have been discovered, it is known that man has inhabited the Japanese archipelago for more than ten thousand years.

It was formerly thought that these early inhabitants were aborigines of different stock from today's Japanese and that they were annihilated by the forebearers of the islands' present inhabitants. Recent research, however, indicates that these early comers are themselves the true ancestors of the present Japanese people. Later, when large numbers of people began migrating to Japan from China, Korea and Southeast Asia, they and their cultures were gradually absorbed by the earlier settlers. Today's Japanese are the result of this blending.

3. Pronunciation of Japanese Words - Japanese words are very easy to pronounce. The basic vowel sounds, as written in the English alphabet, are:

a as in father

e as in end

i as in the first e in eve

o as in old

u as in rude

When two vowels come together, they are generally pronounced as separate syllables. The exceptions to this rule are the vowels ai and ei. These are pronounced as a single syllable, ai sounding like the i in rice, ei like the a in ale.

Sometimes the vowels o and u appear with a line above them (ō, ū). The line indicates that they should be held much longer when spoken than the shorter o or u. This is an important distinction in Japanese.

Consonants are pronounced much as they are in English, except that the g is always hard, as in go. The sequence of personal names follows the Japanese custom -- last name first, given name second.

4. Speaking Japanese Worksheet

English	Japanese	Pronunciation
Hello	Konnichi wa	cone-knee-chee-wah
Mr., Mrs., Miss	-san	(name) sahn
Thank you	Arigatoo	odd-ee-GAH-toe
Good-bye	Sayonara	sah-yoh-nah-rah
Teacher	Sensei	sen-say (also after name)
Student	Gakusei	gawk say
School	Gakkoo	GAWK koh
How are you?	Ogenki desu ka?	oh GEN kee dess kah
I am fine.	Genki desu	GEN kee dess
Yes	Hai	high
No	Iie	eee eh
Japan	Nihon	knee HONE
Japanese language	Nihongo	knee HONE go
Japanese person or people	Nihonjin	knee HONE jean
1	ichi	EE eh
2	ni	knee
3	san	sahn
4	shi	shee
5	go	go
6	roku	ROH coo
7	shichi	shee chee
8	hachi	HAH chee
9	kuu	coo
10	juu	joo

Activities:

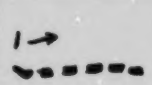
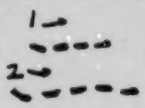
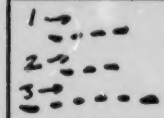
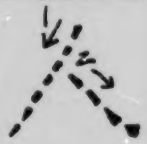
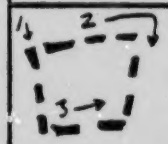
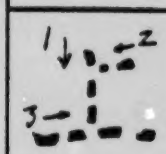
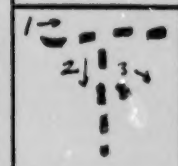
Teacher directed activities:

1. Hand out a copy of the map reproduced at the beginning of Unit II which shows the four major islands and largest cities of Japan. These maps are to be studied by the students.

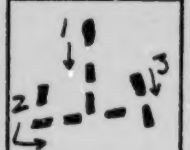
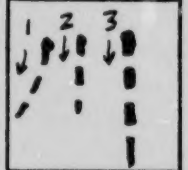
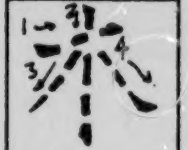
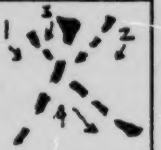
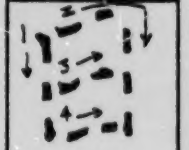
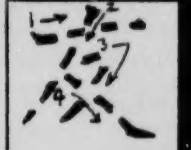
2. Reproduce or write on the chalk board the key for pronouncing Japanese words. This key is in Unit I and will be invaluable when using item four - "Speaking Japanese Worksheet."

3. Using a map of the world or a globe, have students locate Japan noting its relative isolation from other industrialized nations.

CALLIGRAPHY PRACTICE SHEET

ICHI	NI	SAN	HITO	KUCHI	UE	SHITA
one	two	three	person	mouth	above	below
一	二	三	人	口	上	下
						

CALLIGRAPHY PRACTICE SHEET

YAMA	KAWA	KI	HI	HI	GETSU	TOMO
mountain	river	tree	fire	sun	moon	friend
山	川	木	火	日	月	友
						

UNIT II: Geography

Equipment:

Contemporary Japan: Its Land and Its People
(hereafter referred to as Resource Book)

maps, globes, supplementary books

Objectives:

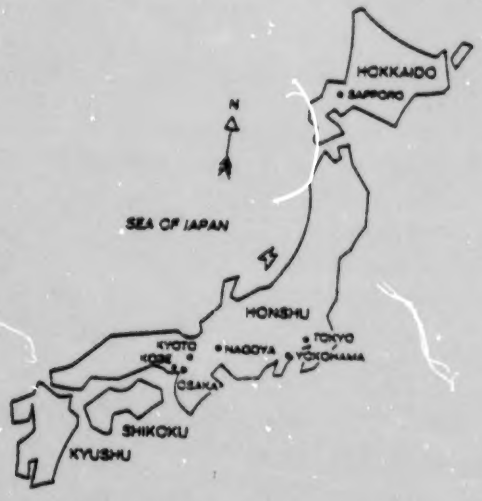
1. Show geographic relations of major land masses of the world and of Japan.
2. Identify on the map the four major islands of Japan.
3. Describe the relationship between:
   a. climate topography and natural resources and
   b. how people made a living.
4. Point out the similarities and differences among the regions.

Methods:

Lecture, discussion, visual aids, map work

Lessons:

1. Distribute maps of Japan for student study.



2. Japan is a nation of islands - over 4,000 of them, small and large, lying in the North Pacific Ocean off the eastern fringe of the Asian continent. They extend in a northwest-southwest direction. The country is made of four main islands - Honshu, Shikoku, Kyushu and Hokkaido. The nation's capital, Tokyo, is located on the largest island, Honshu. Japan's land area of about 378,000 km (146,000 square miles) is one twenty-fifth the size of the United States.

3. Most of Japan enjoys a temperate, oceanic type of climate with four distinct seasons. The best seasons are spring and autumn. Typhoons and heavy snows are paricularly worrisome. The typhoons, for example, are responsible for the major share of wind and flood damage suffered by Japan and they are damaging for rice-farmers, as it is in the typhoon season that the rice plant blooms and ripens.

4. The islands of Japan are bounded by the Pacific Ocean on the east and the Japan sea on the west. Volcanic ranges run through the country. Its rivers are short and fast-flowing and form deep gorges in the mountainous areas. About 67% of Japan's land area is mountainous and covered with forest.

5. Over 119,000 people occupy Japan. It is the most densely populated country in the world. Land is scarce and expensive. Sixty-five percent of Japan's people live in cities.

6. Japan's highest peak at 3,776 meters (12,388 feet) is Mt. Fuji, an almost perfectly conical volcano, which has seen no activity in 250 years.

7. Cities which have a population of over 1,000,000 people are called "major cities." The following Japanese cities are in that catagory:

Tokyo
Yokohama
Osaka
Nagoya
Kyoto
Sapporo
Kobe
Kawasaki
Fukuoka
Kitkyushu

Activities:

1. Present to students a copy of the map below and have them identify the following:

   a. Hokkaido
   b. Honshu
   c. Shikoku
   d. Kyushu
   e. Sapporo
   f. Tokyo
   g. Kyoto
   h. Kobe
   i. Osaka
   j. Sea of Japan
   k. Mount Fuji
   l. Pacific Ocean

UNIT III: Religion

Resources:

Resource Book, films, slides

Objectives:

1. Understand the tie between the Shinto faith and their basic belief in the goodness of man.
2. Trace the various origins of Japanese religious philosophy.
3. Link the history and religion of Japan.
4. Understand the blending of religions present in Japanese society.

Method:

Lecture, discussion, visual aids

Lessons:

1. Buddhism - Buddhism is a religion founded by Gautama (also known as Siddhartha and Sakyamuni), a minor prince who was born about five centuries before Christ near the present Nepal-Indian border. Trained as a warrior, he married and had a son. However, not satisfied with worldly happiness, he decided to forsake his family and seek spiritual happiness. When he was thirty-six, Gautama discovered the Truth and became the Buddha (the "Enlightened One"). Thereafter, he spent forty-five years preaching the gospel in northern India. The Buddha's teaching is based on the analysis that all of life is filled with anguish and suffering, caused by man's craving for impermanent things. It, thus, teaches men to eliminate the root cause of suffering by following physical, mental and spiritual disciplines; only then can one reach the "state of true happiness, peace and bliss," which is called Nirvana. During the lifetime of the Buddha, many followers gathered around him. While

many of them remained laymen and laywomen, more serious ones chose the monastic life. From this humble beginning developed great systems of Buddhist doctrine, philosophy, and art, as well as voluminous scriptures. The three main Buddhist groups are:

a. "The Tradition of the Elders" (Theravada)
b. "The Great Vehicle" (Mahayana)
c. "The Esoteric Vehicle" (Mantrayana)

All three of them originated in India but in the course of time became established in other parts of Asia. Mahayana Buddhism spread into Japan.

The Mahayana tradition stresses faith, devotion and compassion as means of salvation both for monastics and laity, even though some schools, notably Zen, developed their own form of meditation, too.

2. Shinto - Shinto (the "way of the gods or kami") is a native religion of Japan, whose beginnings are lost in the ancient past. In the course of history it has undergone many changes under the influence of Confucianism, Buddhism, and the other religious and semi-religious systems. Nevertheless, Shinto has always been important to the religious, cultural and national life of Japan. While Shinto has no sacred scriptures, two historical writings compiled in the eighth century, "Records of Ancient Matters" (Kojiki) and "Chronicles of Japan" (Nihongi), contain some of the basic beliefs of Shinto. According to the Shinto mythologies, in the beginning a male deity and a female deity married, and out of this union came mountains, rivers, seas, plants, animals, human beings and numerous other deities. The most important deity is the Sun Goddess (Amaterasu), who is believed to be the ancestress of the Japanese imperial family. She is enshrined in the Grand Shrine of Ise. Other deities are venerated in various shrines, nearly 100 thousand in number, scattered throughout Japan.

In the main, Shinto is not concerned with doctrines. However, it affirms the basic goodness of human nature and of this world. Evil, to Shinto, is little more than a lack of beauty and harmony, and Good can be restored by ceremonial cleansing. Shinto, being a communal religion, stresses the corporate acts and celebrations of family, clan, village and

nation on holy days and public festivals, and not individual beliefs and decisions. Furthermore, in sharp contrast to the American principle of separation of church and state, Shinto affirms that religion and state are inseparable.

3. Christianity - Christianity was introduced to Japan in 1549 by St. Francis Xavier, a Roman Catholic missionary. Although the religion was banned for many years during the Tokugawa Shogunate, shortly after Commodore Perry's "opening" of Japan in 1854, missionaries were once again permitted to teach the religion. Today, there are almost one million Japanese Christians, with Protestants slightly outnumbering Catholics.

Activities:

1. Assign groups the task of researching and presenting to the class a summary of the history and doctrines of Buddhism, Shintoism and Christianity, the major religions of Japan. The percentage of the population practicing each religion should be specifically noted.

2. Compare the major religions of Japan to the major religions of the United States noting the numbers of practictioners in each group.

UNIT IV: Japanese Government

Resources:

Resource Book, current reference materials

Objectives:

1. Relate the current role of the Emperor in Japan.
2. Understand the present political organization.
3. Compare the governments of Japan and the USA.

Method:

Discussion, lecture, research

Lessons:

1. Constitutional Status of the Emperor - The present constitution of Japan declares that the Emperor is the symbol of the State deriving his position from the will of the people with whom resides sovereign power. The Emperor provides only such acts in matters of State as are provided for in the Constitution.

   Acts in matters of state performed by the Emperor are constitutionally limited to: appointment of the Prime Minister as designated by the cabinet; promulgation of amendments of the constitution, laws, cabinet orders and treaties; convocation of the Diet; dissolution of the House of Representatives; proclamation of general election of members of the Diet; attestation of amnesty; awarding of honors; and other diplomatic documents; and receiving of foreign ambassadors and ministers.

   Thus the present Emperor Hirohito has no governmental powers but is treated as the head of state in diplomatic and ceremonial functions.

2. The government of Japan is composed of a legislative branch, (diet) an administrative branch (cabinet)

and a judiciary branch (courts), each independent of the other.

The Diet is divided into two branches, the House of Representatives (having 511 members) and the House of Councillors (having 252 members). Its basic powers include the following: designate the Prime Minister power to pass laws; approve the budget; approve treaties; conduct trials of impeachment against judges; and to amend the constitution.

Administrative power is vested in the cabinet which consists of the Prime Minister and other Ministers of State. The Cabinet is collectively responsible to the Diet.

The Judiciary branch of government is made up of the Supreme Court and inferior courts. The Chief Judge of the Supreme Court is designated by the Cabinet and appointed by the Emperor and all other judges are appointed by the Cabinet. Members of the Diet, prefectural governors and assemblymen, city, town and village mayors are chosen by direct election.

Minimum voting age is 20 and minimum age for members of the House of Councillors and prefectural governors is 30 - for all other elected officials, the age is 25.

3. Although Japan has nearly 20 political parties, the greater portion of control rests in 4 major groups:

   a. Liberal Democratic Party
   b. Japanese Socialist Party
   c. Komeito
   d. Democratic Socialist Party

   In recent years, the Japanese Communist Party has developed rapidly and now has a foothold in the Diet.

Activities:

1. Compare and contrast the specific functions of the Executive, Legislative, and Judiciary branches of the United States government to their Japanese counterparts. This activity lends itself well to small group research.

2. View the film "Japan: A Day for All People" to get some background for a study of the post World War II government in Japan.

UNIT V : Foreign Relations (Diplomacy)

Resources:

Resource Book, current periodicals

Objectives:

1. Assess Japan's role in today's modern society.
2. Examine the Japanese push for world peace and how they have progressed.
3. Review Japan's relations with some of the major powers in today's world.

Method:

Lecture, discussion, research

Lessons:

1. The basic objective of Japanese foreign policy is to contribute to world peace and stability and to the harmonious progress of the entire international community by further promoting cooperation and dialogue among the nations of the world.

   Japan conducts its foreign policy as a nation committed steadfastly to peace under its peace Constitution by pursuing a broadly-ranged diplomacy of dialogue with all nations from a global point of view, irrespective of differences in domestic political and social systems or in international positions.

   This basic line of Japan's foreign policy has been followed without prejudice to the country's friendly and cooperative relations with the Western democracies, namely countries in North America, Western Europe, and Oceania that share with Japan the same ideals as well as similar social and economic systems. Japan's close and abiding relationship with the United States, in particular, is the cornerstone of its foreign policy.

2. Japan has worked to better her relations with other Southeastern Asian countries. Currently she holds a place of leadership among the smaller countries. China and Japan have made steps toward better economic working relations. The Soviet Union remains a difficult problem for the Japanese. Progress has been made in normalizing relations but the Soviet Union has occupied four Japanese Islands since the end of World War II and this is a key source of disagreement between the two nations.

Activities:

1. Present students with a copy of Article 9 of the Japanese constitution and lead a discussion on the attainability of the article's goal.

   "Article 9: Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as a means of settling international disputes.

   In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized."

2. Student research

   a. In what countries does Japan have embassies?

   b. What is Japan's relationship with Russia?

UNIT VI- Japanese Economy

Resources:

Resource Book, maps and current reference material

Objectives:

1. Discuss the early organization of Japanese labor unions.
2. Show why labor turnover and absenteeism are virtually nonexistant in Japanese factories.
3. Show how Japan became an industrialized nation after World War II.
4. Demonstrate an awareness of Japan's role in the industrialized world.

Method:

lecture, discussion, visual aids

Lessons:

1. Labor unions came into being in Japan during the Sino-Japanese War of 1895 - 96. As a result of numerous labor disputes during this period, a Labor Union Promotion Society was established in 1897. These new unions, however, were handicapped by a lack of true union zeal, opposition from employers, and a depression. This union was finally broken up in 1910 when it was suspected of plotting to assassinate the Emperor. Reorganization of labor unions began in 1918 with the establishment of the Friendly Lane Society. In 1919 the Society changed its name to the Great Japan Labor Union Federation - later shortened to odomei. In the 1930's the political situation caused a split in the union. The government began to bring pressure against the leftist Japanese Council of Labor Unions, and ordered it dissolved. The rightists threw their support behind the militaristic government and as a gesture of support, dissolved their own union. In July 1940, the government outlawed all unions.

2. Following the end of World War II in 1945, the U. S. Forces occupying Japan encouraged the formation of unions.

3. Unlike unions in Western countries, most unions in Japan did not develop on an industry or craft basis. Instead, employees of individual companies organized their own private unions which included both shop and company workers. This type of union, so-called enterprise union, accounts for over 80 percent of the unions in Japan.

4. The Japanese interest in the long term employees is related to the system of permanent employment whereby an employee remains in a firm from the time he first enters after leaving school until he retires, which in most firms averages about fifty-seven or fifty-eight. The firm is committed to the employee and provides a sense of belonging, personal support, welfare and retirement benefits and increased salary and rank with age.

5. Japan ranks with the U. S., West Germany, France and Great Britian in overseas trade activity.

6. Although Japan's exports exceed its imports, this country imports all of its raw materials.

7. As of 1980, the top-ranking export items in order of amount were: machinery (including automobiles and electrical machinery and instruments), steel, precision machinery, chemical products, textiles, and fabricated metal products.

8. A large quantity of food is imported and the self-sufficiency rate of agricultural foodstuffs is about 72%. Japan's requirements for rice, and almost all vegetables, fruits, and livestock are satisfied by domestic sources, while all wheat, soybeans, and foodstuffs are imported.

9. Rice paddies account for one-third of Japan's total agricultural productions, followed by livestock products and vegetables.

10. With two-thirds of its land surface covered by forests, Japan is endowed with abundant timber resources, ranging from such coniferous trees as cedars, cypresses, and pines to such broadleaf trees as beeches and oaks. But many factors restrict the

development and use of forests. There are many slopes and forest roads are not well developed. The percentage of young trees is high, and privately owned forests are extremely small.

11. Fish and shellfish, which provide half of the animal protein requirement in the Japanese diet, represent one of the nations important food sources. Cod, sardine, and the makerel comprise a large portion of Japan's fish catch, which was 10.59 million tons in 1980. The establishment of 200 mile economic zones has become a worldwide tendency, creating a critical situation for the Japanese fishing industry, which relies on fishing the waters in the 200 mile zones of other nations for nearly half its annual catch.

12. Many kinds of minerals, distributed throughout the country, are mined in Japan, which lacks only a few mineral resources, such as diamonds, bauxite, and nickel. But except for limestone and sulfide ore, most industrial raw materials are imported. In particular, Japan relies on imports of all its supplies of iron ore, tin, bauxite, crude oil, and copper, and two-thirds of its coal requirements.

13. Japan's modern industry was developed in the twentieth century 120 years later than Britian and several decades later than Germany and the United States. Today, Japan is a leading industrial nation, following the United States and the Soviet Union, and is a major world producer of cars, merchant ships, cameras, and chemical fibers.

Activities:

Students should study the following charts and draw conclusions about Japan's economy based on its imports and exports.

Examples for Figure 1:

1. Japan has no oil resources of its own.

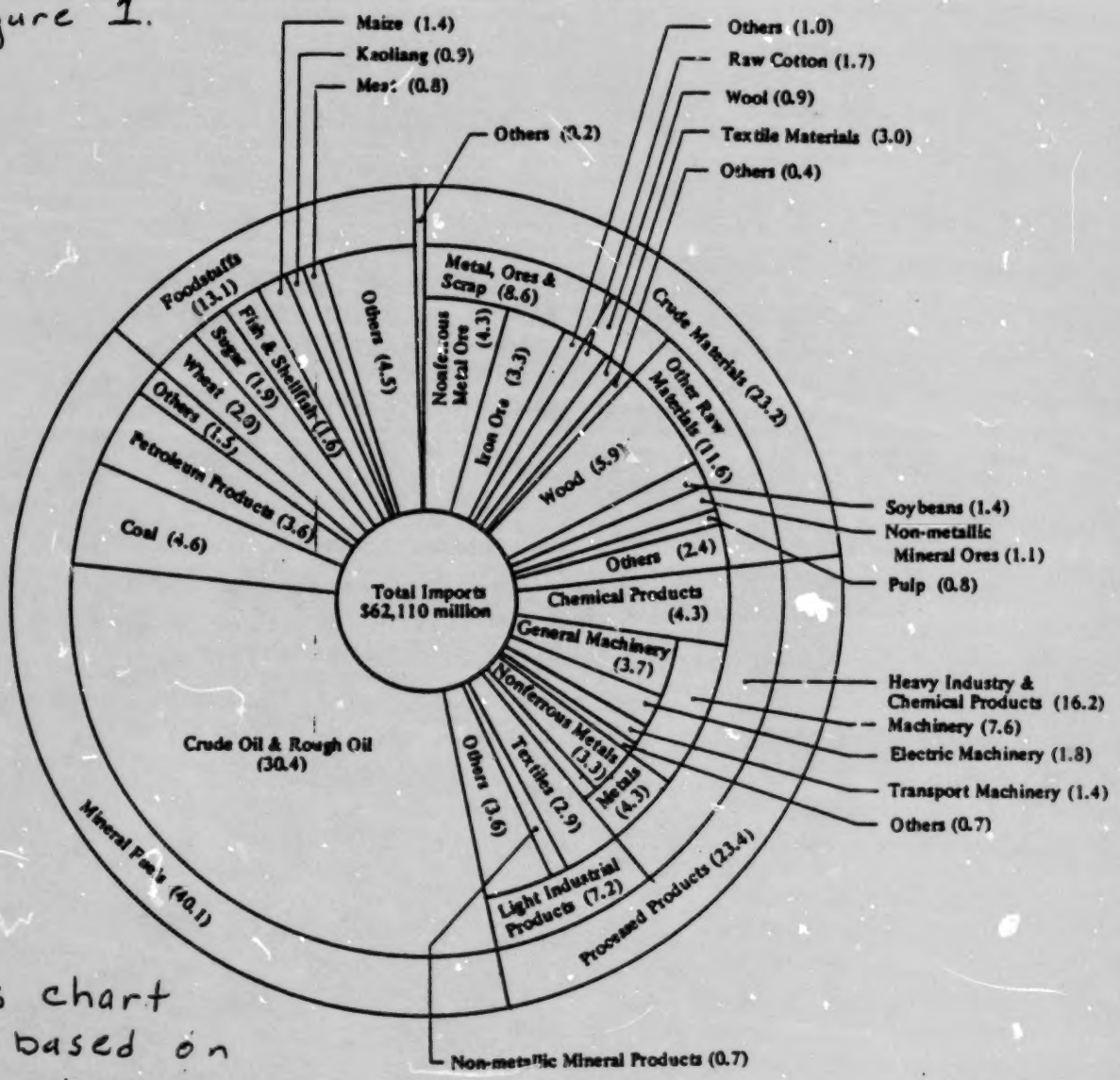
2. Japan is highly industrialized, requiring huge quanities of oil for energy and as raw material for petrochemical industries (plastics, synthetic rubber, etc.).

3. Japan has no bauxite (aluminum ore), nickel, phosphate (for fertilizer and detergents) or iron, and very little of other critical materials.

4. Japan is one of the world's poorest countries in natural resources.

5. View a film dealing with the basis of Japan's economy such as "an Island Nation-Japan" or "Japan: Miracle in Asia."

Figure 1.



This chart is based on one dollar.

Note: *The numbers in parentheses denote percentage shares.*
Source: *Customs Statistics*

2. The *Fortune* Ranking of 25 Japanese Manufacturing Companies (1981)

Rank[a]		Sales (US$ million)	Net Income (US$ million)	Employees (1,000)	Rank[a]		Sales (US$ million)	Net Income (US$ million)	Employees (1,000)
–	General Motors	62,699	333	741[b]	**69**	Mitsubishi Electric	6,058	158	60
–	Ford Motor	38,247	−1,060	405[b]	**82**	Kawasaki Steel	5,560[c]	264[c]	30[c]
–	IBM	29,070	3,308	355	**85**	Toyo Kogyo	5,430	95	29
–	General Electric	27,240	1,652	404[d]	**90**	Kobe Steel	5,267[c]	121[c]	30[c]
4	Unilever	24,096	800	292	**97**	Nippon Electric	4,854	102	64
15	Nissan Motor	16,245	490	99	**98**	Mitsubishi Chemical	4,819	28	14
18	Matsushita Electric	15,738	715	118	**101**	Sony	4,748[c]	283[c]	39[c]
19	Toyota Motor	15,713[c]	620[c]	49[c]	**106**	Sanyo Electric	4,468	145	22
20	Hitachi	15,519	596	151	**109**	Taiyo Fishery	4,444	9	10
22	Nippon Steel	15,197	341	74	**123**	Ishikawajima-Harima	3,872	34	42
30	Mitsubishi Heavy Ind.	12,408	101	95	**131**	Asahi Chemical	3,691	81	21
36	Toshiba	9,536	231	99	**137**	Kawasaki Heavy Ind	3,508	14	29
48	Honda Motor	7,545	422	38	**143**	Isuzu Motors	3,404	36	21
56	Nippon Kokan	6,800	169	37	**148**	Bridgestone Tire	3,296	71	33
63	Sumitomo Metal Ind.	6,285	223	34	**149**	Snow Brand Milk	3,281	9	17

a) Rank outside U.S. b) Average for the year. c) Parent only. For Toyota Motor, excludes Toyota Motor Sales which merged with Toyota Motor on July 1 1982. d) Includes only wholly owned subsidiaries.
Source: Time Inc., *Fortune*, August 23, 1982.

3. Japan's Major Exports (1968—1981)
(US$ million, customs clearance basis, f.o.b. value)

	1968	1973	1979	1980	1981	Share of Total (%) 1968	1973	1979	1980	1981
Foodstuffs	432	841	1,207	1,588	1,753	3.3	2.3	1.2	1.2	1.1
Textiles	1,977	3,279	4,908	6,296	7,174	15.2	8.9	4.8	4.9	4.7
Chemicals	805	2,147	6,100	6,767	6,841	6.2	5.8	5.9	5.2	4.5
Metals	2,347	6,821	18,379	21,319	22,456	18.1	18.5	17.8	16.4	14.8
Iron and Steel Products	1,712	5,304	14,113	15,454	16,669	13.2	14.4	13.7	11.9	11.0
Machinery and Equipment	5,656	20,365	63,182	81,481	100,163	43.6	55.1	61.3	62.8	65.9
TV and Radio Receivers	688	1,851	3,780	4,669	5,152	5.3	5.0	3.7	3.6	3.4
Motor Vehicles	713	3,612	17,021	23,273	26,521	5.5	9.8	16.5	17.9	17.4
Vessels	1,084	3,819	3,869	4,682	7,274	8.4	10.3	3.8	3.6	4.8
Scientific/Optical Equipment	372	970	3,861	4,526	5,512	2.9	2.6	3.7	3.5	3.6
Video Tape Recorders	–	–	1,013	1,988	3,854	–	–	1.0	1.5	2.5
Manufactured Goods, total[a]	12,184	34,741	98,995	124,501	146,726	93.9	94.1	96.1	95.9	96.5
Exports, total	**12,972**	**36,930**	**103,032**	**129,807**	**152,030**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

a) Manufactured goods defined as SITC categories 5, 6, 7 and 8. Based on OECD, *Statistics of Foreign Trade*.
Source: Japan Tariff Association, *The Summary Report: Trade of Japan*.

4. Production and Export of Major Items by Japan (1981)

	Production (1,000)	Exports (1,000)	Share (%)
35mm Cameras	13,158	10,092	76.7
Watches	103,389	43,455	42.0
Motorcycles	7,413	4,263	57.5
Bicycles	6,601	1,058	16.0
Telephone Sets	3,870	1,584	40.9
VTRs	9,498	7,355	77.4
Color TVs	11,630	6,248	53.7
Radios	7,907	5,850	74.0
Microwave Ovens	2,416	1,574	65.1
Washing Machines	4,758	1,135	23.9
Electric Refrigerators	4,206	829	19.7
Electronic Calculating Machines[a]	52,435	41,494	79.1
Manganese Dry Cells	1,720,839	478,395	27.8

a) Table type only.
Source: MOF, Ministry of Finance, Japan.

UNIT VII: Science and Technology

Resources:

Resource Book, video tapes, slides

Objectives:

1. Identify the aims of Japan's policy in science and technology.
2. Explain why Japan is leading the world in technology.
3. Show that through Japan's research and production the world enjoys a better quality of life.
4. Understand that through science and technology man has been able to modify his environment and these changes have created the need for more research.

Method:

Lecture, discussion, and current material

Lessons:

1. Japan's Council for Science and Technology has specified six aims of the nation's policy in science and technology.
    a. promotion of the stable supply and conservation of resources
    b. realization of a better living environment
    c. maintenance and improvement of health through improvements in hygiene or medical care
    d. promotion of pioneer and fundamental science and technology
    e. development of technical capabilities that will contribute to international harmony while assuring international competitive powers
    f. advancement of basic science

2. Japan is also engaged in big national projects in nuclear power development, space exploration and ocean development.

3. Ministry of Education is promoting research into nuclear fusion, new energy sources, space science, oceanography and life science.

4. Organizations Engaged in Scientific and Technological Research:

   a. In Japan most scientific research work is conducted by universities, special research and private enterprises with the last of these playing the most important role.
   b. In 1980 Japan spent four trillion, six hundred billion yen on scientific and technological research; two trillion, seven hundred billion was accounted for by outlays of private firms.
   c. Fifty-five percent of the universities research funds is devoted to basic research. The remaining 7% on development related research, 20% on research in application technology, the remaining 75% on product development.
   d. Japan has three hundred ninety thousand research personnel, ranks third after the Soviet Union and the United States (1980 figures).

5. Computers - Within Japan, domestically produced computers have about a fifty percent share of the computer market. Japan relies on the United States for 80% of their computer equipment.

   a. 1979 Japan had sixty thousand general purpose computer installations.
   b. Japanese computer makers include Fujitsu, IBM (Japan), Hitachi, NEC, Oki, Mitsubishi and Toshiba.

6. Development of Nuclear Energy Technology

   a. A fundamental law enacted in 1955 stipulates that Japan's development and uses of nuclear energy are to be directed to peaceful purposes only, with all results being made public and positive efforts made to contribute to international cooperation.
   b. Japan ranks second after the United States in nuclear power generation capacity.
   c. Numerous techniques have been developed for the practical application of radioisotopes in medicine, engineering and agriculture.

7. Space Exploitation
   a. Japan lags behind the Soviet Union and the United States in space exploitation.
   b. 1970 Japan became the fourth country in the world to orbit an artifical satellite following the Soviet Union, the United States and France.
   c. An interplanetary space probe and a broadcasting service satellite are slated for launch in the near future using home-grown technology.
8. Energy-Related Research and Development - Japan's self-sufficiency in energy declined year after year as the country became increasingly dependent on imported oil from 1960 on. Potential alternative energy sources being considered by the government are nuclear powers, coal (imported), LNG, liquified coal gas, solar heat, solar light, and alcohol.

9. Balance Between Technology Imports and Exports - The country remains highly reliant on technology imports from overseas. In 1980 Japan paid out a total of fourteen hundred, forty million dollars for use of foreign technology while its receipts from overseas for licensed science and technology came to a scant three hundred seventy-eight million dollars. The chemical, machinery, electrical and textile industries are typiçal importers of technology. The United States is the biggest source of foreign technology. Other sources are West Germany, England, Switzerland and France. Industrial sectors with the largest technology exports are the chemical, electrical and steel industries and the largest markets for Japanese technology are in Southeast Asia, the United States and Europe.

10. The Sources of Japan's Technological Strength - The main factors behind Japan's technological strength:

    a. Skillful making of the small and intricate
    b. Adaptness in combining and applying techniques
    c. High status of shop-floor personnel and liaison between the shop-floor and the development and design divisions
    d. Constant pursuit of higher quality and lower cost
    e. Rapid product development and improvement

Activities:

1. Have students read "Rewards of Modernization: Consumer Goods." Use this as the basis of a discussion about positive and negative results from the improvement in technology made in our world.

REWARDS OF MODERNIZATION: CONSUMER GOODS

Industrialism, steady income, and consumerism (acquiring things) have all been characteristic of modern Japan. Industrial output was noted earlier. Steady income is shown by employment figures: Japan's worst unemployment rate since World War II was the recent 2.4% caused by the oil crisis. This was about half of the best rate in the U. S. in the same period.

There is a story of a man who, having died, awakened in a paradise where his every wish, his slightest whim, was immediately gratified. It was marvellous--until, finally, his imagination ran dry. He began repeating, and each repetition was less satisfying than the time before. Finally, in utter boredom, with the prospect of an eternity of complete gratification before him, he screamed, "I can't stand this any longer, I wish I were in Hell!" "But sir," said a servant in surprise, "where ever do you think you are?" Economists tell us that desires are unlimited but resources are limited -- to get something we must be willing to do without something else. Most people therefore tend to equate Heaven with gratification of desires. But many of us should be able to imagine the man's awful fate from having experienced it on a smaller scale. For example, have you ever eaten so much of a favorite food that you became sick and, after that, couldn't stand the taste of it?

2. View film "Japan in the 70s" which deals with Japan's reaction to advancing technology.

3. As an introduction to the unit on science and technology you may view "Japan: Hiroshima and Nagasaki -- A Tale of Two Cities." Here technology brings about the destruction of a nation which will be reborn through its efforts to advance technology peacefully.

UNIT VIII: Environment

Resources:

Resource Book, maps, supplementary readings

Objectives:

1. Explain how the rapid economic growth in postwar Japan led to environmental problems.
2. List the various methods used in Japan to preserve and protect the environment.
3. Review the legal reforms instituted in Japan to control pollution.

Method:

Discussion, lecture, visual aids

Lessons:

1. Postwar economic growth in Japan gave rise to environmental problems. Both the people and government quickly grasped the urgency of the problem and began a concerted effort to rid the nation of pollution.
2. Japanese Environmental Protection Policy
   a. The environment has priority over economic progress.
   b. Harm to a person due to a particular company's pollution must be recompensed even if the pollution was not due to negligence.
   c. Severe standards for regulating and measuring pollution by various industries have been adopted.
   d. A company guilty of polluting must pay to restore the environment to its natural state.
   e. The steel industry has implemented extensive environmental controls and improved technology.

Activities:

1. After a discussion of pollution and possible controls used and proposed in today's society, hand out copies of the reading "Pedestrian's Paradise" to study the means used by Japanese to alleviate their problems. Discuss the relevant benefits and detriments of such a plan.

PEDESTRIANS' PARADISE

The situation was already impossible. The motorized age was driving the people off the streets of Tokyo and other cities in Japan. Tokyo had gained world notoriety for its congested streets, for its millions of people and for its daily torrent of automobiles. The result was that people just had no room to stroll or shop at leisure. They had to be vigilant at all times to the traffic danger. Means had to be found to "give the city back to the people."

The extreme step would be to bar all automobiles from the streets. But, as anyone could see, this was not the right solution, unless everyone was prepared to take the consequences of a complete suspension of the capital's functions.

Then, how about returning part of the city to walking citizens? After all, the city is really for the people and not machines.

It is actually a simple idea: Bar all automobile traffic from certain main thoroughfares on Sundays and holidays, and turn the "no-car" streets over to the people, so they can stroll, shop and play with perfect ease of mind.

The "no-car" practice was first adopted in Tokyo 14 years ago. It caught on immediately and before long, Osaka and other large cities of Japan followed suit. Now, whole families can look forward to each Sunday or holiday as an occasion for a "city outing" -- right in the busiest centers of a city where on weekdays they are confined to sidewalks and controlled by traffic lights. It is now eminently clear that the "pedestrians' paradise" scheme has been a success.

Sunday, August 2, 1970, the people of the capital awoke to the delight of being able to walk down the middle of the Ginza, cross the street at any point, even jaywalk. Gone was the nerve-wracking noise of sputtering trucks, the sickening exhaust gas, the fear of being run down. It was the realization of a "carless" society, and the sensation was wonderful.

UNIT IX: Transportation and Communication

Resources:

Maps, Resource Book, filmstrips

Objectives:

1. Describe the conception and growth of the national railroad of Japan.

2. Understand that innovations in transportation affected expansion, industry and immigration to Japan.

3. Explain the important role transporation has played in the economic growth and development of Japan.

4. Demonstrate a knowledge of the relationship between transporation, population and industrial growth after World War II.

5. Construct and interpret a line graph on the development of Japan's railroad system.

Method:

Lecture, discussion, visual aids

Lessons:

1. Transportation and communication systems within Japan are rapidly pulling ahead of their western counterparts. The superiority of Japan's rail service to that of the United States cannot be attributed to the superiority of government planning alone.

2. Japan's population concentration, the high volume of intercity travel, and the interest in public transportation compared to American preference for automobiles permits a capital investment in rail services that the American public is not prepared to support.

3. Domestic Transportation - the most common means of transporation is the automobile and next comes the train.

4. Railroads - There is a total of twenty-eight thousand kilometers (17,000 miles) of railway in Japan, of which nearly eighty percent belongs to the Japanese National Railways system (1976 figures).

5. As of 1979, about forty-eight percent of the system has been electrified. The shining glory of the Japanese National Railways is the Shinkansen (bullet train), which runs a distance of 731 miles from Fukuoka in Kyushu, in less than seven hours. The maximum speed is 136 mph.

6. In Japan, in many instances, the same company owns the individual railroads, also the real estate along the route, a department store, sometimes hotels located at the main terminal.

7. Roads and Motor Transportation - The major part of Japan's roads are accounted for by the national and prefectual highway, with a combined length of one hundred seventy thousand kilometers (100,000 miles). Eighty-one percent is paved.

8. In 1979 there were thirty-seven million, three hundred thirty thousand registered motor vehicles in the country. Passenger cars accounted for 60.9% of the total, trucks for 34.0%, buses for 0.6% and others 4.5%.

9. Marine Transportation - Industrialization of the nation in modern times has led to a decrease in the farming population so that Japan has become increasingly reliant on overseas sources even for its food. Japan is forced to process a large share of the raw materials it imports into finished products for reshipment out of the country as exports. The marine transportation industry supports this import-export cycle.

10. Air Transport - In 1981, Japanese air services carried 42.4 million passengers and 297 million ton-kilometer (330,000 tons of cargo) on domestic routes, which increased by 3.9% and 12.2% respectively, over the previous year. Domestic air services are provided by several companies.

11. Sea Transport - Regarding coastal shipping, passenger transport in fiscal 1981 amounted to 6,023 million passenger-kilometers (0.8% of the total passenger-kilometers), and cargo (49.5% of the total freight ton-kilometers). Long distance car-ferry services, which were begun in 1968, have grown as a land-sea transport system. In fiscal 1981, it accounted for 34% of the total passenger sea transport, and 1,051 million car-kilometers.

12. International Transport - Air Transport - Flights by Japan Air Lines and Japan Asia Airways are operated between 43 cities in 30 countries and Japan; 34 foreign passenger airlines connect Japan with 71 cities in 30 countries. From 1971 to 1981, Japan's air service showed an increase of 3.5 times in terms of passenger kilometers and 3.9 times in terms of ton-kilometers.

    The number of chartered flights for passengers of Japanese airlines in fiscal 1981 showed a decrease of 3.4 compared with the previous fiscal year. The new international airport at Narita was opened in May 1978, while Haneda Airport is now mainly for domestic services.

13. Ocean-Going Transport - As regards ocean-going transportation in terms of volume in foreign trade in 1981, Japanese vessels carried 34.8%, Japanese chartered foreign vessels carried 33.1% while foreign vessels carried 32.2%.

14. Letters and parcels delivered by the national postal service numbered 14,800 million in fiscal 1981, showing a decrease of 5.4% against the previous year, mainly due to a rise in postal charges in January 1981. The average number of letters which were sent per person in Japan was 135; the comparable figures were 482 in the U.S., 243 in France, 227 in the Federal Republic of Germany, and 182 in the United Kingdom, in fiscal 1980.

15. The number of telephone sets in use was second in the world, next to the United States; and the number of telephones per 100 persons stood ninth in 1981.

16. Domestic computer telecommunications services have greatly increased, and by the end of fiscal 1981, seven thousand one hundred, seventy-one systems were installed, showing an increase of 22% over the previous fiscal year.

17. As for the recent tendency of international communications, the number of pieces of mail has remained almost constant, while communication by telephone and telex have greatly increased.

Activities:

1. Have students construct two pie graphs to show the modes of transportation used in the United States and Japan. They should indicate what percent each wedge represents of the total.

2. The railroad remains a viable means of passenger transport in Japan even as it declines in the United States. Have students research the Japanese National Railway and Amtrak to see what differences exist in the two systems.

UNIT X - Education

Resources:

Resource Book, films

Objectives:

1. Discuss the historical background of Japanese education.

2. Compare the following aspects of the Japanese and American educational systems:

   a. curriculum
   b. compulsory attendance
   c. selection and payment of teachers and principals
   d. student-teacher ratio

Method:

Lecture, discussion, visual aids

Lessons:

1. The earliest system of formal education was introduced into Japan from China and was regulated by the Daigakuryo or Bureau of Great Learning, in 670. The purpose of this institution was to groom candidates for positions in governmental bureauracy. Special emphasis was given to instruction in Confucian precepts which constituted the philosophical basis of governmental administration. Eligibility was generally restricted to young men between twelve and fifteen years of age who came from aristocratic families.

2. The Ommyoryo and Tenyakuro concerned themselves with teaching scientific and technical subjects. Their period of training ranged from three to seven years. Special provisions were made for the training of midwives.

3. During the Heian dynasty, private boarding schools were established for children of wealthy families.

4. Children who were not of noble birth were given opportunity to gain education during the Fujiwara Dynasty at the Kangakuin, founded in 821.

5. The elaborate system of private schools fell to disuse after the establishment of the first shogunate, 1185, and was replaced by a system of private tutoring.

6. The founding of the Kanazawana Bunks, an impressive private library, in the mid-thirteenth century by Kanazawa Sanetoki is a notable example of the growing interest in learning and education. Popular Buddhist sects arose and gained a wide following; interest in Shinto was revived; Zen Buddhism along with Neo-Confucianism was introduced.

7. The third Ashikago Shogun, Yoshimitsu (1358-1408) both made significant contributions to knowledge in the esthetics and the arts.

8. An ordinance issued by the Education Ministry in 1888 creating a course in morals (Shushin), a required subject in the schools, was a favorable change in the educational system. Japanese leaders visited Germany to learn their philosophy to be applied in Japanese schools.

9. After World War II, an elementary education of six years was made compulsory for both males and females. Several types of secondary schools were created with an "academic track" consisting of five years. Special vocational schools of comparable duration were also established on the secondary level. Successful completion of a secondary school education qualified a student to enter a higher school (Katogakko). Or, he could select any one of a large number of specialized colleges ranging from commerce and technology to medicine and the various branches of the fine arts. There were a few institutions of higher learning for women, notably in the educational field.

10. The entire educational system underwent a fundamental change with the end of World War II. The re-orientation in educational philosophy called for fostering of the fullest development of the individual personality rather than the promotion of the state's needs.

11. In March of 1946 a "blue ribbon" educational mission from the U. S. arrived in Tokyo to make recommendations on educational reforms. These recommendations encompassed the entire range of Japanese education. Among those proposals were:

    a. Greater local control over curricula and instructional materials which would free teachers to develop better programs without regimentation.

    b. The Ministry of Education should provide technical aid and professional guidance rather than exercise control.

    c. Democratic - oriented teaching methods, curricula, textbooks and manuals were emphasized.

    d. The urgent need for language reforms for greater efficiency in communication was stressed.

    e. Radical changes should be made in the existing "ladders" or levels of education which the student had to ascend. Both sexes were to be given equal opportunity in education.

12. Today Japan has a "6-3" compulsory education which means that six years of elementary school and three years of junior high school are mandatory. Children enter elementary school at the age of six and graduate from junior high school at fifteen. Compulsory education at public schools, as in America, is free. Students must pass an examination if they choose to enroll in a university.

13. The Japanese attend school for 240 days - one half day on Saturday. This figure is one-third more than is required in America.

14. The school year is divided into three semesters: April - July; September - December; and January - March. Vacations are granted in July and August for six weeks.

15. Teachers enjoy considerable status. In accordance with the principle of respect for age and seniority (as with all workers in Japan) their salaries are increased as they accumulate experience. In 1982 elementary and junior high school teachers earned about $18,200 per year while high school teachers earned about $19,200 per year. In that same year, American teachers in the same positions earned an average of $17,600 per year.

16. The curriculum includes social studies, mathematics, science and English. Cooking, art, music and physical education are also required subjects.

Activities:

1. The reading "Exam Hell" can be passed out to students and used as a starting point for a comparison of Japan's educational system with that in the United States.

"EXAM HELL"

For two days ultra-cautious professors at a top Tokyo women's university agonized over the dubious sex of an entrance examinee. Although glamorously decked out in fashionable clothes and a gorgeous wig, the candidate had ugly, mannish hands, and under the heavy pancake make-up, the suspicion of beard stubble.

When authorities finally plucked up enough courage for a confrontation, under the wig was a middle-aged high school English teacher taking the exams on behalf of his 17 year old daughter.

Behind this bizzare tale is a real and depressing fact of life for Japanese students -- the battle to get into the "right" school. It is a cut-throat business that can start from kindergarten at the age of three until the weary student claws his way into a top university and hasn't a clue why he or she is there.

Usually it is called "examination hell" and it has produced a forbidding breed known as Kyoiku Mama (education mother), a fanatic who will go any lengths to ensure her children get on to the narrow road to success.

In Japan, success is measured in terms of where one graduates, not what one has learned there (which tends to have no practical application). The problem lies in the fact that there are only 77 "first class" colleges and universities. They are the national (government-supported) establishments.

Of the 77 national institutions, the best, Tokyo University, gets 10 per cent of the government aid and in turn, provides virtually the entire government and business leadership.

The competition to enter this handful of elite schools is obviously fierce, and unless a child is a natural-born genius, regular classroom lessons will be insufficient to cope with the severe entrance examinations.

2. Have students do research on subjects offered as part of the typical Japanese curriculum. Use as a basis of discussion on similarities and differences in U.S.-Japanese education.

UNIT XI: Family Life

Resources:

Resource Book, visual aids, guest speaker, slides

Objectives:

1. Better understand the roles of individual family members in Japanese society.
2. Contrast and compare Japanese and American lifestyles.
3. Identify Japanese customs which survive the modernization of the country.
4. Identify the major causes of death in Japan and America.

Method:

Lecture, discussion, research, guest speaker

Lessons:

1. In today's Japanese family there is a change in some of the more traditional roles of the various family members. Although the father retains his position as head of the family, the Japanese woman has assumed a more independent role. Increasing numbers of women are working today and playing a more active role in politics.

   Japanese children are raised in a divided world. In school emphasis is placed on hard work, conformity and group effort while at home they are cared for, encouraged and praised. Extra curricular activities and clubs play an increasingly important role in teenage life. Teenagers are expected to spend long hours of study preparing for government exams, which determine promotion and acceptance to the best universities.

2. Houses - Japan's environment has greatly influenced the style of home-building. Because the climate is mild in most parts of the country, except in the north, houses typically do not have central heating. Instead, rooms used for daily living are located in the center of the house, and are surrounded by long corridors which offer protection and insulation from the weather.

   Most interior rooms, moreover, do not have solid walls as such but are divided by sliding doors called fusuma. In summer, these doors, together with sliding doors on outside walls, can be opened wide to let in the cool air. In winter, they are closed tightly to prevent drafts.

   Because land is scarce, Japanese houses are generally much smaller than American houses. Rooms do not have much furniture, and are often used for several purposes during the day: sleeping, eating, living and playing. To conserve space, Japanese sleep on futon, or folding mattresses, which are spread out on the floor at night and stored away in closets during the day.

   Traditional Japanese rooms have floors covered with tatami, or rice-straw mats, which are comfortable to sit on and provide insulation in winter. Usually one room in a house will have a tokonoma, or small alcove, where flower arrangments are displayed and scroll paintings are hung. There is also usually a small shelf dedicated to Shinto dieties, and a Buddhist altar where offerings are made to ancestral spirits.

3. Clothing - On a daily basis, most Japanese wear the same kinds of clothes worn in the United States and Europe. Men wear business suits to work; women wear dresses, skirts, or slacks. Children, too dress much like their counterparts. However, Japanese boys usually continue to wear short pants in and out of school until they reach junior high school.

   The kimono is a traditional garment worn daily only by a few older women. Kimono styles vary according to age and occasion. Teenagers wear kimono with bright and lively patterns. Until marriage, girls wear long-sleeved kimono, after marriage they wear short-sleeved kimono. Adults wear more subdued kimono. Black kimono emblazoned with the family crest are worn for formal ceremonies such as funerals and weddings. At New Year's, young women wear bright kimono.

4. Marriage - Traditionally, in Japan through the 1930's, the family selected a person's marriage partner, frequently with the aid of a go-between. There was a social reason for this - to insure the proper continuity of the family line. There were other reasons. One might be an opportunity for a family member to marry upward into greater wealth. Another might be an opportunity to cement business relationships or to make a business deal easier to strike. Young men and women did not necessarily have to accept the partner their families had chosen. They could say "no" and not give offense, and here is where a go-between was valuable. He and not the parents would carry the message back. Generally speaking, though, once a betrothal had been agreed upon - and frequently the would-be partners did not see each other until it had been, even then - the die was cast. Marriage followed, although if things did not work out, divorce was possible. Divorce was, however, much easier for males.

   All this has changed tremendously over the last 30-40 years. Many marriages (perhaps 40 percent or so) are still "arranged" by go-betweens who are often friends of the parents. But these arrangements are no more than mutual introductions for two young people to get acquainted. The two people will meet together with the go-between, and if they like each other they will perhaps "date" for a period of time before deciding whether to marry. Both the young man and woman are free to make up their own minds, and to break off the relationship if they want. In fact, it is not uncommon for young people to go through a series of these "arranged" introductions before finding just the "right" person. Many young people welcome these introductions because it is sometimes difficult for young people in Japan to find opportunities to meet members of the opposite sex, beyond of course the day-to-day contacts one has in his company, school, or club.

   The traditional wedding ceremony is held at a Shinto shrine or in recent years in cities, in a modern wedding hall containing a number of Shinto chapels. The groom wears a hakama and montsuki while the bride wears an elaborately decorated kimono usually red in color with floral designs in gold and silver embroidery. The bride also wears a tsunokakushi, or white head veil. These wedding costumes are very expensive to buy, and are therefore usually rented.

5. Illness and Death - In recent years, development of medical service supply systems, including medical facilities, has brought about a sharp decrease in infant mortality, a significant extension of life expectancy, and a drastic reduction of the incidence of infectious diseases. On the other hand, because of an increase in percentage of the aged population, the frequency of diseases and injury has increased. Recently, the incidence of such geriatric diseases as cancer, cerebrovascular disease, and heart diseases has increased, and the mortality rates of these diseases rank high among the major causes of death.

Explosion of the atomic bombs in Nagasaki and Hiroshima on August 6 and 9, 1945, is viewed as a present day catalyst for many illnesses. Most of the people who did not die immediately of acute sickness superficially appeared to be in good health at the end of December of the year of the bomb. However, medical effects due to the atomic bomb did not end. Leukemia incidence, for example, showed a peak in the periods of 1950 - 1960. Incidence of malignant tumors such as thyroid cancer, breast cancer, lung cancer, and salivary glad tumor generally increased from around 1960 after the peak of leukemia incidence, and is still being observed.

Adding to these, nerve problems such as easy fatigability, dizziness, and insomnia, aging, and sickness due to in utera exposure have been observed. Though scientists suspect that there is a direct correlation between the radiation and genetic diseases, research is still being conducted in that area.

Activities:

1. Have students read the "Praying for Death" handout. Get students to list the apparent reasons for this attitude on the part of Japan's elderly. Make comparisons with the situation of the elderly in the United States.

"PRAYING FOR DEATH"

Huddled among pines atop a small hill in the ancient Japanese capital of Nara stands the Kichidenji temple. For centuries the sleepy Buddhist shrine has served as the quiet haven of the 800 year old Jodo sect, but these days the silence is broken by swarms of supplicants, as many as 2,000 a week, who come to pray for pokkuri, a painless quick end to their old age.

The widespread pokkuri phenomenon is an outgrowth of both the collapse of the family system in post-war Japan, which has forced old people in large numbers to live alone for the first time, and the advent of new life-prolonging medical techniques.

One recent morning at Kichidenji, a crowd of worshippers, mostly bent old women who had come by bus on package tours from different regions of Japan, sat spellbound on the tatami-covered floor as the Rev. Choetsu Yamanaka spoke with them. "It is important that people have a good ending to their lives," he said, "just as an autumn leaf falls to the ground."

Yamanaka claims that all that is needed to assure a pokkuri death is for him to bless the worshippers' undergarments. As the visitors poured into the temple, Mrs. Yamanaka, the energetic round-faced priest's wife, and several junior priests and clerks registered their names, addresses, ages and sects. They also collected several neatly pressed packages containing koshimaki, the traditional wrap-around undergarment worn by Japanese women, which were later to be blessed by Yamanaka.

The blessing costs 2,000 yen ($6.66), while a koshimaki itself, if the pilgrim has forgotten to bring one, costs an additional 500 yen ($1.66). On busy days, Yamanaka conducts mass rites for as many as

100 worshippers an hour. The cost prompts criticism. "To make money out of tours for the aged wishing to die quickly? What a wretched world we would live in," says Fusa Asaga, professor emeritus at the Japan Welfare College.

The worshippers themselves would disagree. Those who came on this particular bus tour stayed about two hours, prayed together, took a communal bath and ate together. The meal was served in a large dining hall, and the animated atmosphere was typical of any Japanese sightseeing group on the road.

Seated on one table was a group ranging in age from the 60s all the way up to 94 year-old Sana Sekimoto, who has been coming to the temple regularly for years. "Young people don't want to take care of old people," she said, "and if the old have no one to care for them, they have to go to institutions for the aged. I would rather die."

'Paradise': Another woman seated nearby recently lost her husband after a long illness. "I took care of him," she said, "but I wouldn't want my children to have to take care of me that way. I would pity my children as well as myself, and so I've come to pray that I can join my husband in paradise."

Kichidenji is only one of several temples now catering to the pokkuri boom, much to the dismay of Yoshiro Tamura, one of Japan's most eminent Buddhist scholars and professor of Buddhist history at Tokyo University. "Buddhism maintains one has to fulfill his life to the end, painful as it may be," he points out. "I may sound cruel, but I have to say that pokkuri is an easy way out."

Those who pray for pokkuri are not the only Japanese seeking a way to easier death. Recently a group of the elderly has been formed to campaign for the right to die. Hiroshi Moriya, a retired professor of hospital management, is the founder of Jiiren (The League to Decline Medicare). Says Moriya, "Modern doctors have all kinds of machines to keep the hearts and lungs of 'dead' people alive. We must have the right to refuse such 'mercy'." Moriya expresses sympathy for the visitors to the pokkuri temples. "They pray for the same things we do," he says, "but we who are educated know that the temple gods don't always listen."

BEST COPY AVAILABLE

2. Tell students to imagine that they are newspaper reporters assigned to cover the wedding of an important Japanese couple. Read several articles from newspapers to get a sense of the writing style used and then report on this Japanese wedding in detail.

3. Use the chart below as a basis of class discussion.

12-4 Major Causes of Death in Japan (1981)

	Number (1,000)
Malignant neoplasms	166.3
Cerebrovascular diseases	157.3
Heart diseases	125.9
Pneumonia & bronchitis	39.4
Senility	29.9
Accidents, adverse effects	28.9
(Motor vehicle accidents)	11.8
(Fires)	1.3
Suicide	20.0
Cirrhosis of the liver	16.6
Hypertensive diseases	15.3
Nephritis[a]	10.7
Death, total	**720.1**

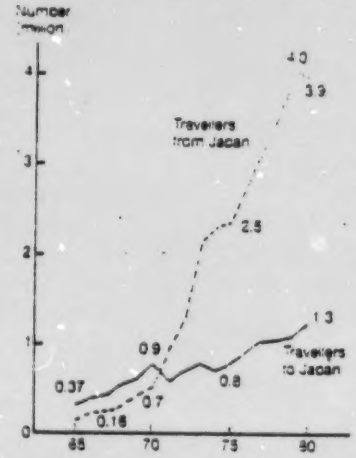
a) Including nephrosis syndrome.
Source: Ministry of Health and Welfare, Japan.

12-5 Major Daily Newspapers in Japan

	Circulation[a] (1,000)	
	Morning	Evening
Japanese Language:		
Yomiuri Shimbun	8,580	4,835
Asahi Shimbun	7,430	4,541
Mainichi Shimbun	4,593	2,456
Sankei Shimbun	2,020	1,116
Nihon Keizai Shimbun	1,860	1,139
English Language:		
The Japan Times	47	–
Asahi Evening News	–	26
Mainichi Daily News	45[b]	–
The Daily Yomiuri	38[b]	–
The Japan Economic Journal[c]	30[b]	–

a) 1981 Jan.–June: ABC. b) Own estimates.
c) Weekly.
Source: Japan Newspaper Publishers and Editors Association.

12-6 Travellers to and from Japan (1965–1980)



Source: Ministry of Transportation, Japan.

12-7 Japanese Emigrants (1980–1981) and Japanese Living Abroad by Region (As of October 1, 1981)

	Japanese Emigrants by Destination		Prolonged Resident[b]	Permanent Resident[c]	Japanese Parentage[d]
	1980	1981			
Asia	1,962,701	1,985,955	48,980	7,129	–
Oceania	79,878	99,819	6,173	989	1,977
North America[a]	1,371,423	1,401,417	64,468	75,748	714,530
Central America	11,177	11,225	4,298	1,962	10,080
South America	28,851	29,084	11,522	156,494	763,693
Western Europe	368,782	384,094	47,500	3,713	1,126
Eastern Europe	23,437	23,589	1,965	36	560
Middle East	35,320	38,770	12,335	44	9
Africa	23,212	25,041	7,430	27	35
Not classified	4,552	7,394	–	–	–
Total	**3,909,333**	**4,006,388**	**204,731**	**246,142**	–

a) Includes Hawaii and Guam. b) Those living abroad three months or more.
c) Japanese citizens with right of permanent residency. d) As of October 1, 1980.
Source: Ministry of Justice, Ministry of Foreign Affairs, Japan.

12-8 Foreign Immigrants and Registered Aliens in Japan (1981)

Nationality	Foreign Legal Immigrants	Registered Aliens (As of Dec. 31, 1981)	
	1981	Total	in Tokyo
U.S.A.	310,726	23,268	9,953
Taiwan	305,233	–	–
Korea, Rep. of	250,709	667,325[a]	74,687[a]
U.K.	120,771	5,321	2,730
Hong Kong	46,614	–	–
Canada	44,718	1,722	716
Germany, F.R.	40,198	2,846	1,574
Philippines	37,483	8,729	1,472
Australia	29,276	1,272	584
France	27,616	1,918	1,073
China	17,550[a]	55,816	16,024
Italy	14,639	766	356
U.S.S.R.	6,383	327	215
Total	1,552,296	792,946	117,971

a) Including people from North Korea. b) Mainland only.
Source: Ministry of Justice, Japan.

UNIT XII: Japanese Arts

Resources:

Resource Book, slides, films

Objectives:

1. Develop an appreciation of Japanese art forms.
2. Better understand the historical origins of current Japanese art forms.
3. Recognize the link between art and religion in Japan.
4. Identify the many distinctive art forms developed in Japan.
5. Understand the artistic consciousness developed in all Japanese people and its effect on society.

Method:

Discussion, lecture, observation, field trips

Lessons:

1. Esthetics - Western civilization has never formulated a precise set of specifications for general beauty - let alone for specific types of beauty. When you cannot define a thing, or a concept, how can you go about evaluating it? The total concept of beauty in Japan is called miyabi which means restrained, highly disciplined, sophisticated "elegance." Miyabi values permeate all classes in Japanese society. One cannot "see" and judge Japanese arts without some understanding of these esthetic values. There are four main esthetic systems, and they constitute the overall operational values by which all is judged. These four systems must be called by their Japanese names, as there is no equivalent word (or concept) in any Western language. They are:

a. Shibui (shee-buee) - This means beauty that is understated, never obvious, deceptively simple while really being complex. The shibui object never proclaims itself - in color or line or material. It must wait for its depths to be discovered. This value applies to almost everything in Japanese life: architecture, gardens, foods, clothing, ceramic and lacquer ware, straw goods, etc. Even manners! In short, shibui is the main, most-sought-after value in Japanese esthetic life.

b. Miyabi (mee-ya-bee) - It means high aristocratic elegance and deliberate splendor. It reveals itself instantly because of its splendor, or by its high cost of upkeep. It associates with the richness of gold, of mother-of-pearl inlay, intricacy of pattern intertwined with pattern of sand gardens which must be raked every day.

c. Hade (had-day) - It means brightly colored with a complexity of color combinations. Hade carries no connotations about intrinsic quality, for it can be paper decorations for festivals, or clothing for young girls (up to the age of marriage), or a bridal kimono of great expense and luxury, or the costumes of apprentice geishas. Kabuki costumes are considered hade, whereas the costumes of Noh plays are considered, in the main, to be shibui. The temples at Nikko are hade. There is only one hade temple in Kyoto - all the others are shibui.

d. Iki (ee-kee) - It means refined but personalized originality in style of dress, in architecture, in landscape design, in food presentation, in hair styles, in arrangement of an obi, or in almost anything which can be the personalized. But, it means personalized within the framework of Japanese tradition. It does not mean going over to Western ways to be personally original.

Ike is best grasped in garden design, in personal dress, or in a type of architecture called sukiya (pronounced ski-ya). Old sukiya could be equated with tea ceremony architecture. New sukiya means that the same excessive, personalized care about the details continues, but with more modern and practical fittings such as heating and air-conditioning, sliding doors (in addition to shoji). Many of the best restaurants are built in sukiya style.

Iki is practiced by persons with considerable maturity and world experience. Thus, you meet it in the work of architects and designers, and in the costumes of actresses, models, mature geishas, and also in the work of scroll painters and other craft artists who want to break away slightly from tradition.

2. Music - One of the oldest forms of Japanese music, still preserved at the Imperial Court and at some Shinto shrines, is gagaku (Court music and dance). It derives from a style of music introduced to Japan in the 8th century from China of the T'ang Dynasty, which had earlier absorbed the ancient music of Persia, India, and Korea. It is highly stylized and evokes the elaborate rituals of a bygone age. Gagaku is publicly performed in Japan from time to time, and the Court musicians have since 1959 given performances in the United States and Europe.

   Instrumental music can be represented by three typical instruments: the samisen, a balalaika-type instrument of three strings; the shakuhachi, a clarinet-like instrument made of several joints of a bamboo stem; and the koto, a low, long instrument with 13 silk strings.

   The samisen is played as accompaniment for kabuki and bunraku and for buyo (classical dancing). The shakuhachi, formerly restricted to priests of a Zen sect of Buddhism prior to the Meji Restoration, has developed a rather large following of foreign musicians who find fascination in the grandeur of its sound and the profundity of its timbre. The koto,

perhaps the most popular and widely played Japanese instrument, is primarily used in solo performances, as accompaniment for buyo, or in massed recitals.

Western music began to develop along with Japanese music in the latter half of the 19th century. It has been taught in schools since the 1870s.

3. Theater - The three major forms of classical Japanese drama are noh, bunraku (puppet dramas), and kabuki. The oldest of these is noh, which traces its origins back to the 13th century, when various rituals and religious dances of the preceding eras were integrated and developed. Noh reached its present form in the early 15th century.

   It is a highly stylized dramatic form and was originally performed exclusively for the upper classes. The classic traditions are kept alive today by performers, many of whom come from a hereditary line of noh artists. Noh now has a relatively limited following, but its profound dignity, eloquent symbolism and classic grace will always command the enthusiastic admiration of its devotees.

   The bunraku puppet drama dates back to the 16th century and developed to its present form in the 18th century. It is performed regularly at the Asahi-za theater in Osaka and the National Theater in Tokyo. The puppets are elaborate, half life-size dolls whose movements are controlled by up to three puppeteers. They perform their dramas to the accompaniment of samisen music and narration and create a powerful illusion of human emotion and feeling. It is a unique and highly developed artistic form. Interest abroad in bunraku has been developed steadily and the first bunraku troupe to perform outside Japan toured the United States in 1966. It has since been presented three times in Europe, once in Australia, and in China, and once again in the United States.

   Kabuki, Japan's most famous dramatic form, derives from both noh and bunraku, as well as incorporating other theatrical arts from an earlier age. It developed into its present form in the late 17th century. In its earliest days, it was performed by a troupe of women and later by young males, but since it crystallized into its present form, it has been performed exclusively by men.

Kabuki faithfully preserves the rich traditions of the distinguished past. Many of its most famous plays have delighted audiences for more than two centuries with little change. The kabuki repertoire, however, also contains a large number of new plays written by contemporary authors. In recent years, some moves have also been made to modernize kabuki, and a number of productions have been staged in which some modifications have been made in the style of presentation.

In addition to its rich classical dramatic heritage, the Japanese theater also offers modern drama in the Western style. Serving as a bridge between the two is a group called shimpa, which was founded toward the end of the 19th century. Shimpa has its roots in the kabuki tradition - originally, for instance, it was performed only by male actors - but it is now a distinct form of its own with a natural style of acting. The action is usually set among the common people, and the cast includes actresses as well as actors.

4. Literature - Of all the nations of the world, only China has a longer continuous literary history than Japan. In the early eighth century the ancient myths and history of Japan were gathered together in the Kojiki and Nihonshoki. The former is a record of ancient events as recited by a court official whose task it was to memorize such matters. In this record, the kanbun (classical Chinese style writing), songs and proper nouns are written in Chinese characters adapted to the Japanese language. The latter, the Nihonshoki, is a straightforward historical record arranged chronologically and written in kanbun.

   Also in the eighth century, there appeared what is now the oldest existing anthology of poetry, the Manyoshu. This contains approximately four thousand five hundred poems written phonetically in kanji. (The majority of these poems are tanka, or short poems, consisting of thirty-one syllables arranged in lines of five, seven, five, seven, seven; and choka, or long poems, which consist of any number of pairs of five-and-seven syllable lines, finishing with two seven-syllable lines.)

Genji Mon[illegible]nari was written in the eleventh century. Also much popular literature appeared from the seventeenth to the nineteenth centuries; and haiku, a short form of poetry consisting of seventeen syllables arranged in lines of five, seven, five also became became very popular.

From the nineteenth century onwards the works of writers such as Soseki Natsume and Junichiro Tanizaki, who were strongly influenced by the West, became known overseas, as well.

5. Culinary Arts - Japanese cuisine is unique to the Japanese archipelago where it originated and developed over the centuries. The majority of Japanese dishes are contrived to accent the natural flavors of fresh fish and shellfish and almost all are prepared so as to go well with rice and sake. The season of the year is a prime factor in the selection of materials and the choice of the manner in which to prepare them. Utmost care is used in arranging the foods on dishes of various colors, shapes and materials.

   In addition to rice, soup and pickles, there are hors d'oeuvres, sashimi (slices of raw fish), grilled fish, deep fried and boiled foods, vegetables and fish in various dressings, and vinegared dishes.

   Among the Japanese foods liked best by foreign visitors are sushi, tempura and sukiyaki. Sushi is slightly vinegared rice overlayed or mixed with raw fish, shellfish, liver or vegetables. The method of preparation, shape and taste differ somewhat depending on the locality. The nigirizushi of Tokyo is a simple variety of sushi consisting of small oblong balls of vinegared rice topped with a thin slice of fresh raw fish or shellfish.

   Tempura is a fritter-like dish of fish, shellfish and vegetables dipped in a flour-and-water batter and deep fried in vegetable oil.

   Although not a traditional Japanese dish, sukiyaki has been quite popular from about the late nineteenth century. Slices of beef are braised together with vegetables in a small amount of liquid seasoned mainly with soy sauce and sugar.

   Not only sake (which has an alcoholic content of from 15 to 16%) but drinks from all over the world are popular in Japan.

Sake is a fermented beverage obtained from rice. Although it can be made anywhere in Japan, famous sakes are produced in regions that have a supply of good water, or good quality rice. Nada in Hyogo Prefecture, Fushimi in Kyoto and Saijo in Hiroshima are some famous sake producing regions. Sake is usually drunk warm.

There many sayings about sake. One is that sake has ten merits, these being that it is the best medicine, a prolonger of life, a meal for the traveler, an overcoat against the cold, a convenient excuse to visit without invitation, a disperser of sorrow, a social leveler, a relief from work, a harmonizer of all men, and a friend to those who live alone. Another saying is that one should drink sake, not be drunk by it, a reminder to drink in moderation.

6. Painting - The Japanese style of painting has its origin in Buddhist painting introduced from China. From this beginning, there had, by around the tenth century, evolved the Yamato-e painting style which dealt with Japanese scenes and themes. It was this style that served as the foundation for what has come to be known as "Japanese painting."

7. Tea Ceremony - Called cha-no-yu, or sado, the tea cult is the traditional Japanese way of drinking tea in accordance with set rules of etiquette. Both the host and guests share a sense of togetherness during the ceremony. The cult was perfected by Rikyu Sen in the Azuchi-Momoyama Period in the latter half of the sixteenth century.

   In the tea ceremony, tea is made by putting powdered tea leaves into a cup and then adding hot water. It is then stirred till foamy with a tea whisk and drunk.

   The etiquette of the tea ceremony concerns the manner in which the host serves the guests fine aromatic tea in a traditional tea cup of exquisite beauty and the manner in which guests show their appreciation to the host in the way they accept the tea.

   The tea ceremony etiquette has been influenced by the etiquette observed by the samurai classes as well as by the form of noh dances. In turn, the tea cult has greatly influenced traditional Japanese customs and manners. Inner spirit is considered more important than the ritual form in the tea cult, and the heart of the ceremony lies in the "selfless manner" in which the host serves tea to the guests.

In inviting the guests to a ceremony, the host always takes utmost care in the preparation of his tea room, the adjacent garden, tea utensils and the provision of simple dishes for the guests in the tea room. Although a person invited to a tea ceremony for the first time is well advised to acquire some knowledge about the cult beforehand, still he should remember that the most important thing is the way guests express their sense of gratitude for the hospitality shown them by the host.

The study of the tea ceremony has become very popular among young Japanese women both as a pastime and as an accomplishment to be mastered before marriage.

8. Gardening - The main consideration in the gardens of Japan, China and Korea is on natural scenic beauty, which is in contrast to the gardens of the West in which the emphasis is on beauty of geometrical form. However, by "natural scenic beauty" is not meant nature in its original, unchanged forms. Rather, natural materials such as trees, shrubs and rocks are used to symbolize or emphasize the forms and features of the natural landscape, thereby creating an artifical spatial beauty that has a harmonic unity.

   The history of landscape gardening spans a thousand years, during which styles have changed as one age gave way to the next. Broadly speaking, there are the miniature artifical hill style (tsukiyama), where a central pond symbolizes the sea, and mountains are represented by banks of earth and arrangements of rocks; and the dry garden style (karesansui), in which the sea is symbolized not by water but by a layer of white sand, which is given a pattern of furrows to represent the rippling movement of the water, and waterfalls are symbolized by an arrangment of blue rocks.

9. Bonsai - Bonsai (dwarf trees) is an art form that developed in Japan. It consists of planting a tree in a ceramic pot and then, through a process of cultivation that draws on and accents the plant's vital powers, producing a natural elegance of form pleasing to the eye.

   Ordinary potted plants can only be appreciated for a short time, but bonsai last for periods ranging from decades to centuries, gradually gaining in character as they age. Special cultivation methods are used for this.

The essence of the art of cultivation lies in skillfully controlling the growth of the tree thrcugh promoting and restraining techniques. The tree is periodically retransplanted, at which times the roots are trimmed and the soil renewed; the amount of fertilizer and water is carefully regulated; the tree is moved in response to seasonal changes in the weather; and it is protected from disease and insects. In addition, fast-growing shoots have to be removed and small branches and leaves suitable to the size of the tree fostered to maintain an overall form pleasing to the eye.

Bonsai are cultivated into a variety of shapes by controlling such factors as the arrangement of the trunk (upright, leaning, twisted, growing from a vertical face), the number of trees (single, multiple, clumped) and the root configuration (horizontal with trunks rising from place to place, rock-clinging, partially exposed).

10. Flower Arranging - Ikebana, the Japanese traditional art of arranging cut flowers, started to flourish in the sixteenth century.

    At first, the emphasis in ikebana was on the materials and forms as they existed in their natural state; gradually, though, while continuing to employ natural materials, ideological significance became attached to the compositions.

    That is, three basic sprays were used to signify, respectively, sky, earth, and mankind, and their arrangement was to express the harmonic balance of Nature.

11. Traditional Sports - In recent years the Japanese have adopted many western sports. There remain, however, several sports which are derived from Japan's past. These include Sumo, Judo, Kendo, Kyudo and Karatedo.

    a. Sumo - The history of sumo goes back to ancient times in Japan. There is a legend that in mythical times the gods wrestled with each other. Sumo was not just a sport, but was an event used to tell whether crops would be good or not by seeking the divine intention of the gods. From about the sixth century it developed into a spectator sport.

In modern sumo, the wrestlers, two at a time, pit their skills against each other in the round sumo ring which is 4.55 meters in diameter (or (or fifteen shaku - 14.9 feet - using the old Japanese unit of measurement). The wrestlers are bare-handed in their bouts and wear only a loincloth, called a mawashi.

Before the bout commences, the wrestlers perform a series of ceremonial warm-up exercises and rituals. They stamp their feet, wash their mouths out with water and dry themselves with paper, and toss salt onto the ring, a ritual purification symbol. The referee (gyoji) indicates when the wrestlers should get ready, whereupon they position themselves opposite each other, then bend forward and touch their fists on the ground to ready themselves for their charge. When both are ready they charge and start pushing, thrusting and grappling. The first one who touches the ground with any part of his body except the soles of his feet, or who is pushed out of the ring is the loser.

b. Judo - The aim in judo is not just to win contests; rather it is to train the mind and body. At the beginning of the twentieth century judo became part of the educational curriculum of boys from middle school onwards, and since then it has become very widespread.

In a judo match two participants, each wearing jacket, trousers and belt, contest in an area nine meters square (on fifty tatami mats), and each tries to win by using throwing techniques or grappling techniques.

The ju of judo means "soft or "gentle" and the sport was named after the principle shown in the saying ju yoku go o seisu - "softness overcomes hardness." It is unusual for a sport to thus be named according to the principle it works on.

c. Kendo - Kendo is a kind of fencing in which the fencer's "sword" is a stave that he uses for protection and to attack his opponent. While kendo's origins go back to the seventh or eighth century, it was around the sixteenth century that it developed rapidly and various styles, or schools appeared.

From the seventeenth century, it has been stressed that kendo involves spiritual as well as technical refinement, and under the influence of Buddhism and Confucian teachings and, especially, Zen Buddhism, kendo became associated with moral training.

d. Kyudo - It is not certain where kyudo, or Japanese archery, originated. Most commonly mentioned are China and Southeast Asia. As for the date, it is only known that there are written records of archery being encouraged in the eighth century.

While the bow became widespread for hunting and fighting, the introduction of firearms into Japan in 1543 led to the gradual demise of the bow as a weapon. Subsequent kyudo development was as a discipline of mind and body based on Zen and Confucian tenets.

The fundamentals of shooting are planting of the feet, stance, (including mental attitude), nocking of the arrow, anchoring drawing, concentration at full draw, release and follow-through.

The Japanese bow is a combination of bamboo and other woods and is over two meters long. The arrows are made of bamboo and should be slightly longer than half the height of the archer.

e. Karate - Karatedo is a system of self-defense in which the main emphasis is using the body to the greatest effect to defeat an adversary, by precise kicking and striking techniques. It is considered to have developed in China around the seventh century. In the fourteenth century it was introduced into Okinawa.

Activities:

1. Attached is an excerpt from Japan's holy book giving some basic details of their creation myth. Read aloud or tell in your words to the students each section. Use the underlined sections to direct your discussion.

CREATION MYTH FROM THE KOJIKI (abridged)

(1.) Before heaven and earth took shape (not "were shaped"), there was something that looked like a cloud floating over the sea. There was no place where its root could attach itself. In this cloud, invisible forces developed, and a thing was generated that resembled a reed-shoot when it first sprouts from the mud.

(2.) The Heavenly Spirits commanded Izanagi, "the Male who Invites" and Izanami, "the Female Who Invites" to make solid land in the fluid young earth, newly separated from Chaos. (Note that there is no pre-existing Creator-God in this myth). Standing on the Floating Bridge of Heaven (the Milky Way?) they stirred with a jeweled spear; the drops that fell from it become the islands of Japan. (Divine creation of the homeland; a source of national pride and ethnocentricism)

(3.) Izanagi and Izanami, in a marriage ceremony, walked in opposite directions around the Heavenly Pillar. (Many mythologies have a central pillar or mountain that separates sky or heaven from earth) When they met, Izanami said, "What a lovely youth!" Izanagi said, "What a lovely maiden!" Their child, however, was a creature so dreadful that they consulted the Heavenly Spirits, who by divination discovered that the child was a monster because the female had spoken first. They repeated the ceremony. This time Izanagi spoke first, and the resulting children -- the spirits of trees, sea, seasons, etc. -- turned out well. (Justification of a partriarchal society?)

(4.) Izanami, fatally burned in giving birth to fire, descended into the land of Night. Izanagi followed, to bring her back. She agreed, on the condition that he not look back at her. But he did. Horrified by her appearance, he fled. (Compare the Greek myth of Orpheus.)

She then sent underworld spirits to attack him. He escaped by throwing down his headdress, which turned into a bunch of grapes, and his comb, which turned into bamboo shoots. (Contrast Judeo-Christian myth in which all things are created by a deliberate act of God's will.)

Izanagi then purified himself by bathing in a stream. (Water, especially running water, has been used for ritual purification in many cultures; compare baptism. To this day, Japanese visitors to a Shinto shrine will rinse hands and mouth at a special stream or basin before entering; compare Catholic fount of holy water. Shinto is marked by an emphasis on ritual purity. Usually sym-

bolized by running water, it appears also in the bare, unpainted wood of shrine structures. The Grand Imperial Shrine at Ise, for example, is rebuilt every twenty years of new wood.

Washing his left eye produced Amaterasu the sun goddess; his right eye, the moon god; his nose, the storm god. (Note feminine gender of Amaterasu; did Japan, in prehistoric times, have a matriarchy?)

(5.) On one occasion, the violent and mischievous storm god so insulted Amaterasu that she hid in a cave. (an eclipse?) The other gods, to lure her out, had a party. They laughed so loudly at a comic dance performed by the oldest and ugliest goddess that Amaterasu, surprised that they could have fun without her, came to the cave's mouth to watch. Anticipating this, the gods showed her that they had someone else as radiant as she was (her reflection in a bronze mirror) and therefore didn't need her. (Mirrors are magical in most cultures -- "mirror, mirror on the wall" in Snow White, and seven years' bad luck for breaking one, in the European tradition. Imagine the effect of a Chinese bronze mirror on stone-age Japanese. This mirror is the first of the Three Imperial Treasures brought to earth by Amaterasu's grandson Ninigi, first appointed ruler of the earth.)

But if she would come out, they had a string of jewels for her. (Many examples of these comma-shaped beads have been found in northeast Asia. The jeweled spear used to create Japan probably was decorated with short strings of them. Note that two of the beads, fitted together, form the yin-yang symbol. The string of jewels is the second Imperial Treasure.)

Thus persuaded, she came out, and the strongest of the gods sealed the cave entrance with a huge rock.

(6.) Later, the storm god killed a mighty, many-tailed dragon and discovered a magic sword in one of its tails. (Dragons are water spirits; could this be a reference to the Yalu River -- the Dragon River -- and its tributaries in Korea? Early iron mines and smelters have been found beside one of the tributaries; what would that suggest for the metal of which the sword, the third Imperial Treasure, was made?)

(7.) Ninigi's great-grandson sailed through the Inland Sea and established his rule in Yamato, the Osaka-Kyoto-Nara region of Japan. He became Jimmu, Japan's first emperor, a living kami, from whom it was once believed all the emperors were descended. (What influence would living on a divinely created land under a living kami have on a people's historical attitude toward themselves and the rest of the world? Compare and contrast with other myths of human relations with divinities; for example, Greek myths and the Judaic myth of the Chosen People.

2. Visit local museums or Japanese gardens after covering the applicable section.

3. Have students collect pictures of the various art styles studied for use in a collage. Let students work in groups to construct and present their works.

4. View the film "Japanese Handicrafts" in order to give students an overview of some of the folk arts of Japan.

5. View the film "Potters of Japan" Parts I & II in order to see the ties that art may have with philosophy and the culture itself.

Traditional Dress in Japan

Copyright © ASIAN OUTREACH, BYU 1982

A JAPANESE GARDEN

A Japanese garden is a landscape in miniature: rocks to give the feeling of mountains, a small pond becomes a lake in the mind's eye, severely trained and pruned trees are windswept pines, and a stone lantern reminds one of a temple. The shrubs and plants contribute gray, green and brown tones, while flowers add color and remind one of the changes of the seasons. Ground cover of moss or rocks make a pleasant texture to balance the other parts of a Japanese garden.

Students might enjoy creating this bulletin board from colored paper. The pine branch uses a stylized shape of dark green with pine needles drawn on. Beautiful rocks are an important part of a Japanese garden and may be made from gray, black, brown and dark blue paper. The shrubs are carefully clipped in Japan to make a pleasing shape and can be recreated from various colors of green paper. Stone lanterns are usually carved from granite (gray or white paper with black specks) and the pond is blue. Students may wish to fill this pond with "colored carp", the beautiful and highly prized goldfish raised in Japan.

UNIT XIII: Police and Criminal Justice System

Resources:

Resource Book, charts

Method:

Lecture, discussion

Objectives:

1. Discuss the role of the police in Japanese society.
2. Compare the rate of success between Japanese and American police with regards to apprehending a criminal, types of crimes committed, and public assistance in apprehension.
3. Describe the manner in which Japanese judges respond to accused criminals.

Lessons:

1. Crime rises in all industrialized nations.
2. The Japanese police are more successful in controlling crime than their American counterparts partly because of the willingness of citizens to call police, the speed of response, and the thoroughness of pursuit.
3. Japanese police are in far less danger than American police. The rate of on-duty policemen killed is approximately sixteen times higher in the United States. In the four years from 1969 to 1973, 16 on-duty policemen in Japan were killed, while in one year, 1973, 127 on-duty American policemen were killed.
4. Rules of behavior for policemen are overly strict by American standards. When in uniform he cannot smoke or eat outside the police station.

5. Japanese policemen are better disciplined than American police. In 1973, of the 182,000 policemen in Japan, only 524 were dismissed for misbehavior, about half the number dismissed in New York alone.

6. Because gun control is very tight, because police are well-trained in hand-to-hand combat, because they can count on public support, the police are less likely to attack a suspect out of fear.

7. If one commits a serious crime in Japan, one is almost certain to be caught, but the punishment is likely to be relatively mild. In the United States the proportion of wrongdoers apprehended is low, but the person who is tried and found guilty is treated much more harshly.

8. Tokyo is the safest major city in the world.

9. Generally the Japanese system follows western procedure with respect to indictment, trial, and the presentation of evidence.

10. Japan has had the jury system since 1925; however, few Japanese use this system. They prefer to be sentenced by a judge alone.

11. Judges tend to treat those convicted of a criminal offense as individuals. Consequently even sentences for murder frequently are light, especially in comparasion to practices in some other countries.

12. Traditionally, disputes have been resolved by conciliation, by compromise or by reference to a social superior for arbitration rather than by litigation. The total number of judges in Japan in 1969 was 2,590 or one judge for each 37,028 persons; while in the United States there was one judge for each 3,740 persons.

13. A distinctive feature of Japanese criminal justice system is the broad discretion given to procurators. It is the practice of procurators to thoroughly investigate every case before instituting an accusation and to convince themselves of the guilt of the accused. This has resulted in recent years in their obtaining convictions in 99% of cases brought before the court.

Activities:

1. Have students list (perhaps on board) the problems that a Japanese would have in adapting to the United States that relate to law and government, for example, in our system lawyers will accept cases without concern for innocence or guilt but the Japanese prosecutors accept cases only if convinced of guilt.

2. Have students research crime and conviction rates in Japan and the United States. Discuss what factors in society might account for the great variation.

UNIT XIV: Social Customs and Rituals

Resources:

Resource Book, visual aids, research material

Method:

Lecture, discussion

Objective:

Compare and contrast customs of the Japanese and Americans.

Lessons:

1. Bowing - Japanese frequently bow to one another, for instance when greeting someone, as a gesture of respect and sincerity. The type of bow, however, depends on the formality of the situation, the type of personal relationship (e.g., close or distant), and the differences in social status of the individuals involved. The bow might be no more than a simple nod of the head, or on more formal occasions a deeper bow from the waist. The most formal bow involves kneeling, placing one's hands out in front on the floor, and lowering the head slowly so that it almost touches the floor. Bowing is not always required, however. Family members and close friends do not usually bow to each other, but a child might bow to his mother when apologizing for mischievous behavior.

2. Removing one's shoes - The Japanese take off their shoes when entering a home or a room where tatami (rice-straw) mats are used. The reason is simply to keep the mats clean and the dirt where it belongs, outside. It is a sensible custom, but it means that one must make sure he doesn't have holes in his socks! Outside the home, shoes are generally worn almost everywhere, in the office, shop or factory.

3. Sitting on the floor - Japanese homes usually do not have much furniture, in order to conserve space and permit rooms to be used for various purposes. At home, Japanese sit on the floor, usually using a small cushion (zabuton). Larger Japanese homes have at least one room with Western-style furniture, perhaps a sofa and chair in the television room, or a dining set in the kitchen.

4. Politeness - The Japanese language is rich in polite terms and expressions, and in social relations particular care is usually taken to show courtesy and sensitivity toward others. Even so, close friends, business partners, schoolmates, and family members will usually converse in informal language, except on special occasions. Polite language, in fact, frequently indicates distance in inter-personal relations; when two Japanese argue, for example the level of formality used often increases as the emotions heat up beneath the surface.

5. Kissing in public - Among Japanese it is considered shameful to kiss in front of other people.

6. Embracing - It is considered impolite in Japan to touch, hug, or embrace someone. It is even unusual for boys and girls to hold hands unless they are in love.

7. Chewing gum - While it is considered permissible to smoke when talking to someone, it is considered rude in the same situation to chew gum or to be the only person eating something.

8. Unlucky numbers - Four and nine are considered unlucky. Four in Japanese is shi, which has the same sound as the meaning of the word for "death." The number nine is read ku in Japanese, which is associated with another word meaning suffering. There are some hotels which do not have any rooms numbered four, nine or thirteen.

9. Kimono (Japanese Dress) - For the most part, Japanese people wear Western clothing in their everyday life, but the traditional Japanese clothing (kimono) is still popular both as formal attire and as clothing for the home. Whereas Western dresses are tailored in specific sizes to fit the wearer, Japanese kimonos are made only in approximate sizes and the fit is adjusted by the manner in which it is worn.

10. Seppuku - Seppuku means a ritual form of suicide that used to be practiced by members of the samuri class to show they accepted responsibility for their own action by dying by their own hand. It had its beginnings in the Heian Period, about one thousand years ago. In present-day Japan, of course, seppuku is not practiced either as a form of suicide or as a punishment. Yukio Mishima's suicide by seppuku in 1970 was an extremely exceptional case, and astonished even the Japanese people. In feudal times warriors used to respect the abdomen because it was considered to be the receptical of the spirit, so when they assumed responsibility as warriors for some action or course of conduct and had to die, they would cut open their abdomens. To avoid mishaps occuring during the act of seppuku and to cut short needless suffering, another person would be standing by to cut off the head of the man as soon as he had cut open his abdomen.

11. Hashi (chopsticks) - The chief contribution to Japanese culture is undoubtedly the transformation of chopsticks from mere implements to objects of aesthetic pleasure. Rules governing the correct use of chopsticks abound but, mainly, one need only remember not to pick up objects from the floor with his hashi or, in extremely polite circles, from serving himself from a central dish with his own pair. There are a few major taboos concerning the use of chopsticks:

    a. Never pass food from one to another by means of one's own chopsticks, for this brings to mind the ceremony of passing the bones of the deceased by members of the family.

    b. Never stick your chopsticks vertically into the rice. This too connotes death; a bowl of rice with chopsticks standing uprignt is offered to the dead in the family shrine.

    c. When on a picnic, make sure to break your chopsticks in two after use, lest a wily devil find them and use them for his own nefarious ends.

Activities:

1. Following is a list of official holidays of Japan. Students should research the background and method of celebration for individual holidays.

   January 1 - New Year's Day
   January 15 - Adult's Day
   February 11 - National Founding Day
   *March 21 - Vernal Equinox
   April 29 - Emperor's Birthday
   May 3 - Constitution Day
   May 5 - Children's Day
   September 15 - Old People's Day
   *September 23 - Autumnal Equinox
   October 10 - National Sports Day
   November 3 - Culture Day
   November 23 - Labor or Thanksgiving Day

   *Date varies yearly

2. Have students discover other unusual customs, such as the celebration of death day, and present their discoveries to the class.

3. Girls may be particularly interested in learning how to drape the traditional kimono. Community resource persons should be consulted for this activity.

4. Teachers may discuss the Japanese customs contained in the lessons and have students identify the American counterpart to each custom.

PRE TEST

Multiple Choice

1. The capital of Japan is:
   a. Kyoto
   b. Hiroshima
   * c. Tokyo
   d. Fuji

2. The symbol found on the Japanese flag is:
   a. Hammer and sickle
   b. star and cresent
   c. water lily
   * d. rising sun

3. Japanese children are required to attend school for:
   * a. 9 years
   b. 6 years
   c. 12 years
   d. 10 years

4. The traditional dress of Japan is the:
   a. sake
   * b. kimono
   c. kendo
   d. dami

5. The current emperor of Japan is:
   * a. Hirohito
   b. Toranaba
   c. Fujiyama
   d. Tempura

6. The main staple of the Japanese diet is:
   a. fish
   * b. rice
   c. sake
   d. beef

7. The basic unit of currency in Japan is the:
   a. kopek
   b. dollar
   c. dinar
   * d. yen

8. The Japanese national government is called the:
   a. parliament
   * b. diet
   c. congress
   d. duma

9. A traditional musical instrument of Japan is the:
   a. balalaika
   b. oboe
   * c. samisen
   d. mandolin

10. Japan's major trade partner is:
   a. Russia
   * b. USA
   c. China
   d. Korea

11. The man who opened trade between the United States and Japan was named Commodore:
   a. Jones
   * b. Perry
   c. Byrd
   d. Roberts

12. A simple form of poetry developed by the Japanese is:
   a. sonnet
   b. ode
   * c. haiku
   d. epic

13. The first atomic bomb was dropped on the city of:
   a. Tokyo
   b. Nagasaki
   * c. Hiroshima
   d. Kobe

14. The most popular sport of modern Japan is:
   * a. baseball
   b. football
   c. soccer
   d. volleyball

15. A traditional form of Japanese wrestling is:
   a. kendo
   b. judo
   c. karate
   * d. sumo

16. Today many Japanese are Buddhist but this religion began in:
   a. China
   b. Korea
   * c. India
   d. Russia

17. The Japanese copied their written language from the:
   * a. Chinese
   b. Russians
   c. Greeks
   d. Italians

18. What ocean touches the islands of Japan?
   a. Indian
   * b. Pacific
   c. Antarctic
   d. Atlantic

19. The Japanese art of bonsai centers around producing a miniature:
   a. garden
   b. building
   c. boat
   * d. tree

20. In World War II most of the fighting between Japan and the USA was between our:
   a. marines
   * b. navies
   c. air forces
   d. armies

Answer briefly:

1. What are the main differences between Japanese and Americans today?

2. What are some of the ties which exist between the U. S. and Japan today?

Test: Units I -IV

1. Japan is bounded on the left by the:
   a. Atlantic Ocean
   b. Aegean Sea
   * c. Sea of Japan
   d. Pacific Ocean

2. Japan's capital city, Tokyo, is located on the island of:
   a. Kyushu
   b. Shikoku
   * c. Honshu
   d. Hokkaido

3. It is generally agreed that the Japanese people are of which of the following races:
   * a. Asian Mongolian
   b. Chinese
   c. North African
   d. European

4. Typhoons are most likely to occur in:
   * a. July - October
   b. November - February
   c. March - June

5. The highest peak in Japan is:
   a. Mt. Asama
   b. Mt. Aso
   * c. Mt. Fuji
   d. Mt. Mihara

6. The government of Japan is called the:
   * a. Diet
   b. Supreme Council
   c. Mijahara
   d. State Shinto

7. The official government is divided into two parts; the House of Representatives and the House of:
   a. Ministry
   b. Assembly
   * c. Councillors
   d. Commons

8. Selection of a new Cabinet takes place:
   * a. every four years
   b. every six years
   c. after a vote of confidence
   d. after a vote of no confidence

9. The government of Japan is composed of:
   a. two branches
   b. one branch
   * c. three branches
   d. four branches

10. What portion of Japanese people live in cities?
   a. 50%
   b. 43%
   * c. 67%
   d. 80%

TRUE-FALSE

11. The Japanese are a mixture of several races of people.
   True

12. Buddhism is a native Japanese religion.
   False

13. Shinto does not impose a moral code, or standard of right and wrong, on its followers, nor does it contain any idea of sin.
   True

14. In the Japanese language, the a sound is pronounced as in mad.
   False

15. Japanese babies are born with a blue spot at the base of the spine known as an Oriential jade.
   False

16. The sequence of personal names follow the Japanese custom of last name first, first name last.
   True

17. In the Buddhist religion, the Mahayana tradition stresses truth as a means of salvation.
   False

18. The chrysanthemum, because of its use in the Imperial Crest, is considered to be symbolic of Japan.
   True

19. Japan has five main island.
   False

20. Typhoons are responsible for the wind and flood damage suffered by Japan's rice farmers.
True

21. What beliefs or ideas does the Shinto religion express? What is the meaning of kami? What are some of the objects or forces that might be revered as kami?

22. Discuss the organization of the Japanese government. How does it differ from the American structure?

23. How was Buddhism changed when it came to Japan? Describe briefly each of the following versions of Buddhism: Hinayana, Mahayana, Pure Land and Zen.

Test: Units V - IX

Note to teacher: Issue copies of Figure 1 in section four to aid students in determining correct answers to the first 10 questions.

1. What is the combined percentage of wheat and coal imports?
   6.6%

2. Iron ore and nonferrous metal are parts of what specific heading of imports?
   metal, ores and scrap

3. Japan's import products are valued at over $62 million.
   True

4. Crude oil and rough oil constitute the major portions of imports.
   True

5. Japan, a world leader in electronic inventions, imports 16.5% of its electric machinery.
   False

6. More wood is imported than any other raw material.
   True

7. The combined total of imported foodstuffs is 13.1%.
   True

8. More processed products are imported than crude materials.
   True

9. Eight per cent of Japan's meat and maize are imported.
   False

10. Japan imports more raw cotton than wool.
    True

11. Japan is one of the world's poorest countries in natural resources.
    True

12. The Ministry of Scientific Research is promoting research into nuclear fusion, new energy sources, and oceanography.
    False

13. The United States is the biggest source of foreign technology.
    True

14. Japan ranks fourth after the United States, England, and Russia in nuclear power generation capacity.
False

15. In Japanese society, a company guilty of polluting the environment is not as heavily punished as American companies.
False

16. Economic progress has priority over the environment.
False

17. Japanese railways are already superior to those in the United States.
True

18. The most common means of transportation is the car and next the train.
False

19. The shining glory of the Japanese National Railways is the Shinkansen (bullet train) which runs at an average speed of 136 mph.
True

20. The number of telephone sets in use in Japan is second in the world next to the United States.
True

22. Discuss the creation of labor unions in Japan. How do they differ from unions in the western world?

23. List reasons for employees long-time commitment to their employer.

Test: Units X - IV

Matching:

(f) 1. Tatami
(a) 2. Bunraku
(g) 3. Esthetics
(i) 4. Sake
(j) 5. Cha-no-yu
(h) 6. Kendo
(c) 7. Pokkuri
(b) 8. Bonsai
(e) 9. Kojiki
(d) 10. Samisen

a. Japan's ancient puppet theatre
b. dwarf tree
c. a painless quick end to one's old age
d. a traditional stringed instrument, like a guitar
e. an ancient record of events and myths
f. rice-straw mats used as floor coverings
g. a system for appreciation of beauty
h. fencing with a bamboo stave
i. rice wine
j. traditional tea ceremony

Short Answer:

1. Japan adopted its first educational system from what country?
China

2. What is the oldest form of Japanese traditional drama?
Noh

3. What color will a Japanese bride traditionally wear?
Red

4. What do the Japanese call the dish made of vinegared rice, raw fish, shellfish, liver or vegetables?
Sushi

5. A school year in Japan lasts how many days?
240

6. What is the traditional garment of Japan?
Kimono

7. A pair of chopsticks stuck vertically in a bowl of rice means what?
Death

8. The 1945 explosion of two atomic bombs in Japan has resulted in an increased number of deaths due to what cause?
Cancer

9. What name is given to the Japanese art of flower arranging?
Ikebana

10. What are the three basic sprays in a flower arrangement meant to signify?
Sky, earth and mankind

11. What two gods created Japan?
Izanagi, Izanami

12. What is one's first act after entering a Japanese home?
Remove your shoes

13. What is the safest major city in the world?
Tokyo

14. The ritual suicide known in the west as hara-kiri is actually called what?
Seppuku

15. What Japanese sport is based on the theory that "softness overcomes hardness"?
Judo

POST TEST

Multiple Choice

1. The capital of Japan is:
   a. Kyoto
   b. Hiroshima
   * c. Tokyo
   d. Fuji

2. The symbol found on the Japanese flag is:
   a. Hammer and sickle
   b. star and cresent
   c. water lily
   * d. rising sun

3. Japanese children are required to attend school for:
   * a. 9 years
   b. 6 years
   c. 12 years
   d. 10 years

4. The traditional dress of Japan is the:
   a. [illegible]ke
   * b. kimono
   c. kendo
   d. dami

5. The current emperor of Japan is:
   * a. Hirohito
   b. Tor[illegible]naba
   c. Fujiyama
   d. Tempura

6. The main staple of the Japanese diet is:
   a. fish
   * b. rice
   c. sake
   d. beef

7. The basic unit of currency in Japan is the:
   a. kopek
   b. dollar
   c. dinar
   * d. yen

8. The Japanese national government is called the:
   a. parliament
   * b. diet
   c. congress
   d. duma

9. A traditional musical instrument of Japan is the:
   a. balalaika
   b. oboe
   * c. samisen
   d. mandolin

10. Japan's major trade partner is:
   a. Russia
   * b. USA
   c. China
   d. Korea

Matching:

(h) 11. Kabuki
(i) 12. Perry
(c) 13. Honshu
(a) 14. Nippon
(g) 15. Kamikaze
(j) 16. Ikebana
(b) 17. Shinto
(e) 18. Go
(f) 19. Haiku
(d) 20. Oceania

a. traditional name for Japan
b. natural indigenous religion of Japan
c. the largest of the Japanese islands
d. a grouping of the many South Pacific islands
e. a popular board game in Japan
f. a form of Japanese poetry
g. a divine wind (typhoon)
h. popular form of theatre
i. opened world trade with Japan
j. art of flower arranging

Fill-in-the-blank:

21. A traditional form of Japanese wrestling is called _____. (sumo)

22. In fighting pollution in Japan the greatest success has been in the _____ industry. (steel)

23. Technically, Japan has never signed a peace treaty since World War II with _____. (USSR)

24. The highest peak in Japan is the volcano called _____. (Fuji)

25. Article 9 of Japan's constitution forever forbids the use of _____ as an instrument of government. (war)

26. The Japanese craft of paper folding is called _____. (origami)

27. A traditional Japanese wedding ceremony is based on customs from the _____ religion. (Buddhist)

28. The present United States ambassador to Japan is the Honorable _____. (Mike Mansfield)

29. Several periods of Japanese history were controlled by a military dictator who usurped the power of the emperor and took the title of _____. (Shogun)

30. A traditional ceremony of Japan is called the cha-no-yo and involves a ritualistic serving of _____. (tea)

31. Art of correctly drawing the Japanese ideograph is called _____. (calligraphy)

World War II (fill-in-the-blank)

In the 1930's Japan became a (1)_____ government and signed an agreement with Hitler and Mussolini to form the Rome-Ber.in-Tokyo (2)_____.

The bombing of Pearl Harbor on (3)_____ led President (4)_____ to declare a state of war.

The allied war effort against Japan was headquartered in the country of (5)_____.

In 1946 United States President (6)_____ ordered the atomic bomb dropped on Japan. The city of (7)_____ was the first target followed by the city of (8)_____. The emperor (9)_____ formally declared an end to the war and a surrender was signed by Japanese representatives and the American commander in the Pacific, General (10)_____.

Answer code:

1. Fascist
2. Axis
3. 12/7/41
4. Roosevelt
5. Australia
6. Truman
7. Hiroshima
8. Nagasaki
9. Hirohito
10. MacArthur

WORD STUDY

1. Abacus - a frame with wooden beads used for calculating, also called "soroban"
2. Aisatsu - greetings, salutations
3. Arigato - thank you
4. Aki - Fall
5. Akihabara - a district which contains hundreds of electronic shops, all in an area of several city blocks
6. Bonasu - Japanese pronunciation of "bonus" meaning wage or salary bonus
7. Bonsai - a potted, dwarfed tree or plant
8. Bonzai - exclamation, meaning "hurrah" or "hurray"
9. Buddha - the Enlightened One: the usual title given to Gautama, the founder of Buddhism, an Asiatic religion
10. Bunraku - Japanese puppet theatre
11. Butsudan - A Buddhist household altar
12. Celsius - the Celsius, or centigrade, thermometer is used in Japan, 45 degrees Celsius
13. Chanbara - sword-play, as in drama and film
14. Chippu - Japanese pronoun, of tip, meaning grativity
15. Cha-wan-mushi -- a custard of vegetables and fish
16. Daibustsu - the Great Buddha
17. Daikan - Thepopular Japanese pickle made from turnips
18. Dantai - a group, usually with nuance of all members from the source
19. Demae - the delivery of prepared food
20. Diet - sole lawmaking body of Japan
21. Domo arigato - thank you very much
22. Edo - Edo was renamed Tokyo, meaning "eastern capital"

23. Engawa - Veranda -like porch

24. Fuji-san -- The Japanese name for Fujiyama the highest mountain of Honshu

25. Fundoshi - a loincloth a waistcloth, a breechcloth

26. Furin - a hanging bell that tinkles in the wind

27. Furoshiki - a cloth wrapper

28. Futon - bedding, bedclothes, quilt, coverlet

29. Fuyu - winter

30. Gaijin - A foreigner, an alien

31. Geisha - A Japanese girl who is trained to provide entertainment and light-hearted company

32. Geta - the common type Japanese wooden platform shoes

33. Go - a sophisticated Japanese game played with "stoves" on a squared board.

34. Hachimaki - A cloth tied around the head; a headband

35. Hai - yes; also, hello

36. Haiku - A Japanese poem of three lines

37. Hamachi - broiled head of a fish

38. Hanko - a stamp or seal

39. Hara - Abdomen, stomach, the seat of the emotions

40. Hari-Kuyo -- February 8, the day of Hari-Kuyo, when Buddhist masses are sung for needles broken during the past year

41. Haru - spring

42. Hibachi - The charcoal brazier used for heating

43. Hatsu-mode -- the first shrine or temple visit made during the New Year

44. Hinamatsuri - doll festival or Girls' Day, falling on March 3

45. Hito - Japanese word for man

46. Hokkaido - Japan's northern island

47. Honshu - Japan's largest island

48. Hosutesu - Japanese pronunciation of "hostess" meaning bar girl

49. Ikebana - The art of arranging flowers

50. Inu - dog

51. Janken - hand

52. Judo - The Japanese art of self defense

53. Jizo - Buddhist guardian diety of children

54. Kabuki - popular drama of Japan

55. Kaigi - A conference, a meeting, a convention

56. Kamaboko - a hard gelatin of ground fish flesh

57. Kaimyo - posthumous Buddhist name

58. Karakasa - an oiled paper umbrella

59. Kendo- Japanese fencing

60. Kiji - the pheasant which was designated as Japan's national bird

61. Kiku - chrysanthemum, crest of the Imperial family

62. Kimono - a kind of loose robe worn as an outer garment by Japanese men and women

63. Koinobori - carp-shaped streamers, traditionally flown on Boys' Day

64. Koko-Yakyu -- High school baseball tournament

65. Kobe - seaport on Inland Sea

66. Kurisumasu - Japanese pronunciation of "Christmas"

67. Kyoto - The former capital and cultural center of Japan. Capital of pre-modern Japan

68. Kyudo - Japanese archery

69. Kyushu - one of Japan's four large islands

70. Manga - A cartoon or caricature, comics

71. Maria Kannon - Image of Kannon, worshipped as the Virgin Mary

72. Matsuri - a festival, a fete, a feast

73. Meishi - business card, a calling card

74. Meshi - cooked rice

75. Mi-ai -- the "mutual seeing," a meeting at which the lovers are allowed to see, sometimes even to speak to each other, and estimate each other's merits.

76. Nagasaki - seaport on Kyushu, also hit by atomic bomb

77. Nakodo - a go-between so that the prospective couple can see and get to know each other and each determine the other's suitability as a marriage partner

78. Natsu - summer

79. Neko - cat

80. Nigirimeshi - a rice ball

81. Ningyo - a doll, a puppet

82. Nippon - the Japanese name for Japan

83. Nisshoki - Japanese flag,"the flag of the rising sun"

84. Noh - classic Japanese drama

85. Oba-san -- Honorable Grandmother

86. Obi - the piece of cloth used to hold the kimono in place, used as a sash or belt with kimono

87. O-cha-tea - both words , "cha" and "tea" come from the Chinese ch'a

88. Ohayo - good morning

89. Ojii-san -- Honorable Grandfather

90. Okeikogoto - practice or training, in the sense of taking lessons

91. Omiai - arranged marriage

92. Onukuji - a good luck charm

93. Onhu - to carry on one's back, piggyback

94. Origami - the art of folding paper into various objects

95. O-shogatsu -- The New Year; New Year's Day is Japan's most important holiday. It is equivalent to our Christmas

96. O-yasumi Nasai -- good night

97. Pachinko - Pinball

98. Ramen - noodles made of wheat flour

99. Ryokan - Japanese inn

100. Sake - rice wine

101. Sakura - the Japanese cherry tree or its blossoms

102. Samurai - knights

103. Sanpo - A walk in the sense of a stroll or promenade

104. Sara-Kobachi -- ceremaic cups, bowls, dishes, etc. used for table setting

105. Sashimi - thinly sliced raw fish

106. Satsumaimo - the sweet potato

107. Sayonara - goodbye

108. Scha - the art of calligraphy

109. Schoyu - soy sauce

110. Sento - public bath, bath house

111. Seppuku - ritualistic suicide

112. Shamisen - a three stringed musical instrument

113. Shinkansen - bullet train

114. Shinju - A double suicide, colloquially, a lovers' suicide

115. Shogi - Japanese chess

116. Subarashii - wonderful

117. Sumairu - Japanese pronoun of "smile"

118. Sumimasen - term expressing apology or gratitude

119. Sumo - A kind of Japanese wrestling

120. Sushi - sliced, usually raw, seafood over rice

121. Tachishoben - to urinate while standing in a public place

122. Take - bamboo

123. Tako - kite

124. Tanabata - festival held on the 7th day of the 7th month of lunar calendar; Tanabata is unique among Japanese festivals in its celebration of love

125. Tanka - A Japanese poem of five lines

126. Tane - means literally to put rice in the field i.e. to transplant the seedlings

127. Tempura - seafood or vegetable

128. Terebi - contraction of terebiyon, i.e. "television"

129. Tohu - soybean curd

130. Tokobashira - an alcove post, used in decorating the Tokonoma

131. Tokonoma - The alcove used for display of few selected ornaments

132. Tokyo - the capital of Japan

133. Yakitori - pieces of chicken, marinated, skewered and charcoal broiled

134. Yatpun - other name for Japan coming from the Dutch used in Southern China

135. Yen - the monetary unit of Japan. 240 yen equal one dollar

136. Yokohama - - main seaport near Tokyo

137. Yuino - exchange of presents between the betrothed

138. Zepangu or Jipanan - the origin of the word "Japan" used in Northern China

139. Zori - straw sandals

140. Zuda - a square piece of multicolored brocade worn by Buddhist priests on their chests

BIBLIOGRAPHY

Bullard, Betty; David T. Lemon; Timothy Plummer, What I Want to Know About Japan. Japan Information Center: New York, N.Y.

Cogan, John J. and Donald O. Schneider, Perspectives On Japan: A Guide for Teachers. Washington C.C.: National Council for the Social Studies Bulletin 69, 1983.

Kinji Kawaura, Facts and Figures of Japan. Foreign Press Center/ Japan: Tokyl, Japan, 1982.

Fiske, Edward B., "Japanese Education: A Model for the U.S.." Chicago Tribune: July 24, 1983.

A Hundred Japanese Things. Japan Culture Insitute: Tokyo, 1978.

Johnson, Sheila K., American Attitudes Toward Japan. Japan Culture Institute, 1941-75.

Koichi, Kishimoto, Politics In Modern Japan: Development and Organization. Japan: Japan; Echo, Inc. 1982.

Konishi, Kiyoko, Japanese Cooking for Health and Fitness. Tokyo, Japan: Gakken Co., Ltd., 1983.

Libra, Joyce; Paulson, Joy and Powers, Elizabeth; Women in Changing Japan. Colorado: Westview Press, 1976.

Matsushita, Konsuke, Thoughts on Man. Japan: PHP Institute International, Inc., 1982.

Mitsubishi Corporation, Japanese Business Glossary. Toyo-Keizai-Shinposha.

Mitsukuni, Yoshida, Ikko & Tsune, The Compact Culture: The Ethos of Japanese Life. Toyo Kogyo Co., Ltd., 1982.

Personnel Development Division, Nippon Steel Corporation; Gakusasha Publishing Co., Ltd., 1982.

Opening Doors: Contemporary Japan, The Asia Society, Inc.,: New York, N.Y., 1979.

Chales E. Tuttle Co., Japan As No. I: Lessons for America. Publishers Guide I, Chome, 2-6; Bunkyo-Ku, Tokyo.

East Meets West: Mutual Images A Secondary Teaching Unit, Teaching Japan In the Schools, Stanford University In Cooperation with East Asian Resource Center, University of Washington, 1980.

A Salute to Japan, The Birmingham Festival of Arts Association, Inc., 1982.

Hiroshima Appeal Committee, Hiroshima Peace Memorial Museum, September, 1982.

The Culture of Japan Series, Japan Air Lines.

"Harmony": Theme Song for the Eighties, Keizai Koho Center, Japanese Institute for Social and Economic Affairs, Tokyo, Japan, CDP Japan Ltd., 1978.

Economic Eye, a quarterly Digest of Views from Japan, September and December, 1983.

Speaking of Japan, Vol 4, No. 34, October, 1983; Vol 4, No. 36, December 1983; Vol 4, No. 38, February 1984.

BOOKLETS, PAMPHLETS AND BROCHURES

Course of Study for Elementary Schools in Japan, Lower Secondary Schools, Upper Secondary Schools in Japan, 1983.

Educational and Cultural Exchange Division UNESCO and International Affairs Department, Science and International Affairs Bureau, Ministry of Education, Science and Culture Government of Japan, 1983.

Twenty-first Century Association, Osaka 540, Japan, Hiroshima International Peace and Culture.

Japanese Paintings 1600 - 1900 from the New Orleans Museum of Art, Birmingham Museum of Art, E. John Bullar, Director; New Orleans Museum of Art, Richard Murray, Director.

Jingu - The Grand Shrine of Ise

Kyoto Binkyo Jr. College, Rev. Shunyu Ohashi, President.

Kyoto History, Gardens, Performing Arts Festivals, Modern Industry, etc.

Omemie Tackoki & Toryu, Oguri, Hangan, Kabuki, July, 1983.

Matsuyama Outlook, Vision for the 21st Century, 1983.

Tokyo Central Wholesale Market in Brief Outline, The Tokyo Metropolitan Government, Tokyo, Japan, 1983.

Tokyo Public Schools, A Handbook for Foreign Visitors, Mita Senior High School.

These materials are available through Dr. Savannah Jones, Program Specialist/Social Studies, Birmingham City Schools.

VIDEO

Beyond the Horizon, U. S./Japan Magazine Show No. 34 and 44. TeleJapan

Video Letter From Japan, "My Family."

Making Things: Japanese Industry

"Tokyo Sunday," 60 minutes, 180 minutes.

"Summer Vacation"

"Tohoku Diary"

The Asian Society, New York, N.Y., 1982.

These materials are available through Dr. Savannah Jones, Program Specialist/Social Studies, Birmingham City Schools.

FILMS

1. "An Island Nation: Japan", 10 min., b & w, 1949, J - S
2. "Genius of Japan", 14 min., color, Screen News Digest
3. "Japan: An Introduction", 17 min., color, 1968, I - S
4. "Japanese Handicrafts", 11 min., color, 1968 I - J
5. "Japan: Hiroshima and Nagasaki--A Tale of Two Cities," 10 min., b & w, 1946, S
6. "Japan In The 70's," 27 min., color, n.d. I - S
7. "Japan: Miracle In Asia," 30 min., color, 1963, I - S
8. "Japan: The Land and The People," 11 min., b & w and color, 1965, I - S,
9. "Potters of Japan" Part I & II, Part I - 16 min., Part II - 15 min., color, 1967 J - A
10. "24 Hours in Japan" 14 min., color, n. d. I - S

These films are available at the Birmingham City School's Media Center, Lane Teacher Center